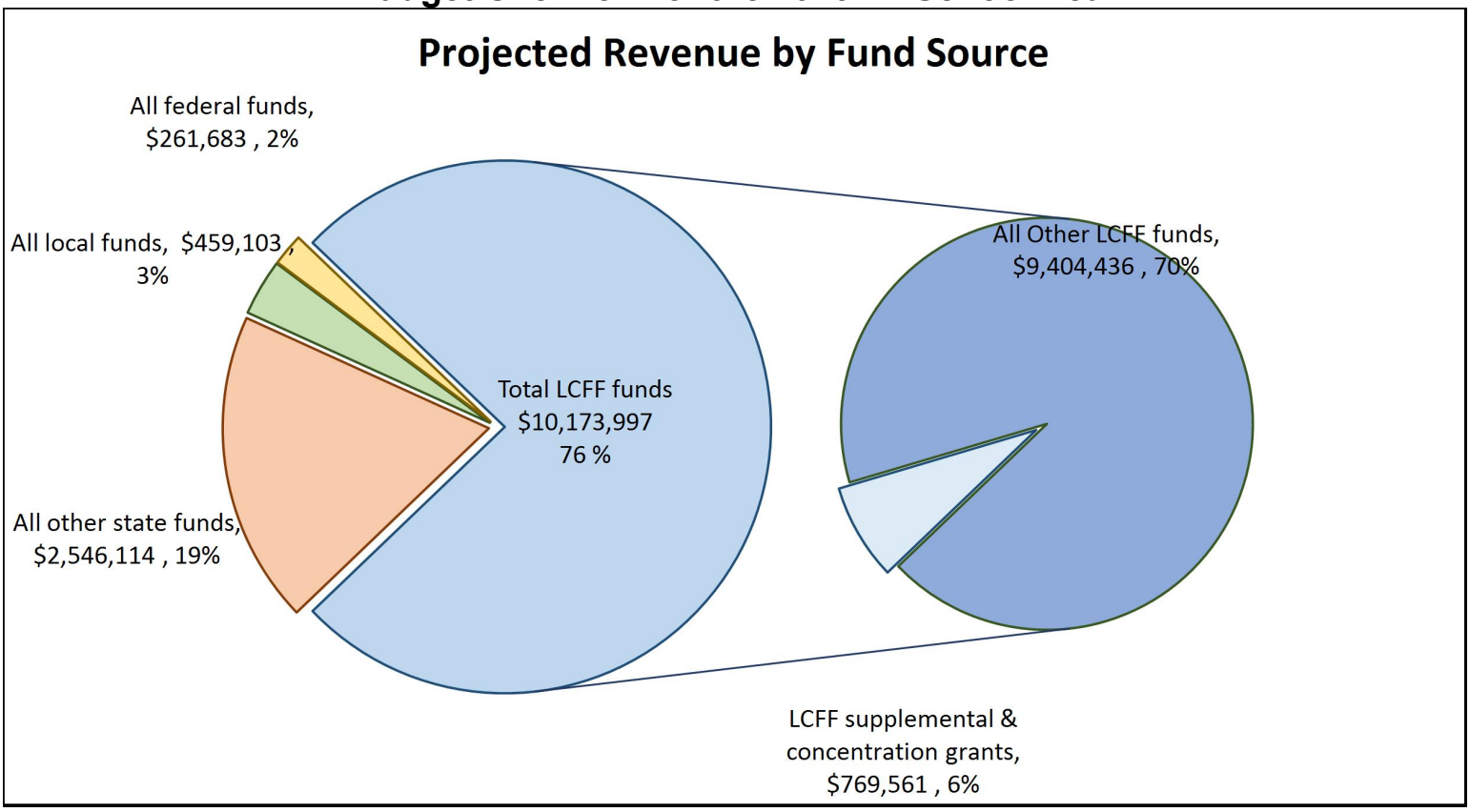
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: River Islands Technology Academy II
CDS Code: 39 77388 0127134
School Year: 2026-27
LEA contact information:
Brenda L. Scholl
Executive Director
bscholl@riacademies.net
209-717-6702

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

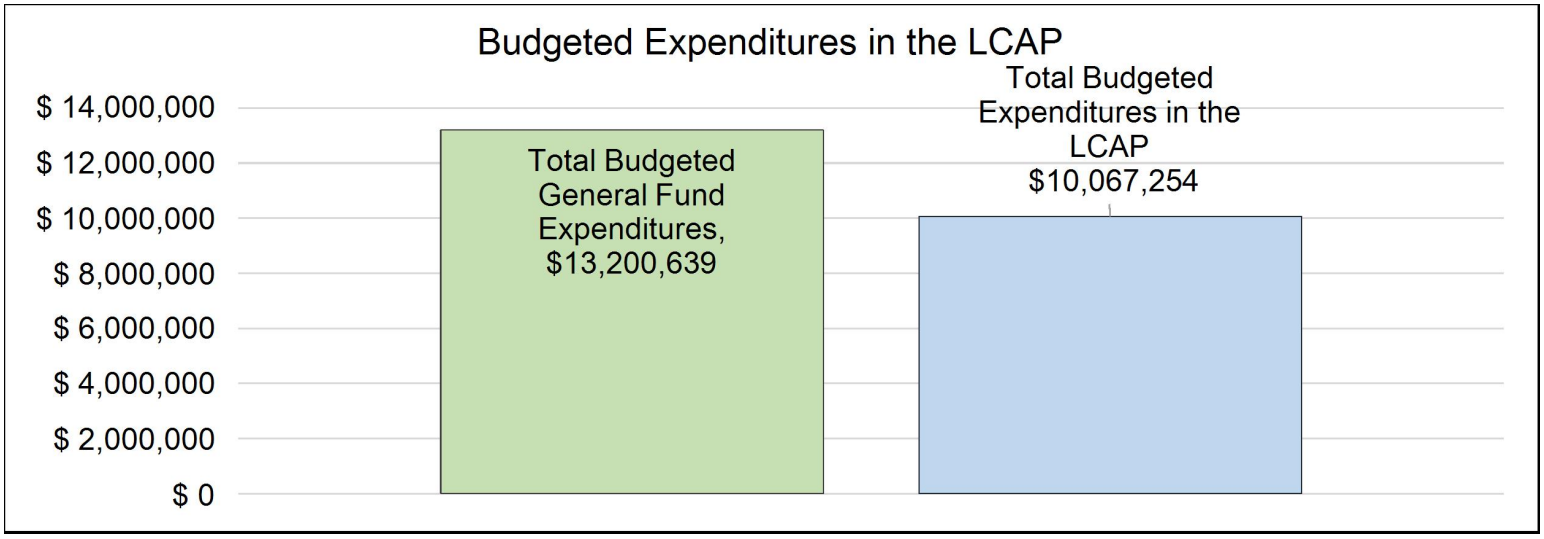


This chart shows the total general purpose revenue River Islands Technology Academy II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for River Islands Technology Academy II is $13,440,897, of which $10,173,997 is Local Control Funding Formula (LCFF), $2,546,114 is other state funds, $459,103 is local funds, and $261,683 is federal funds. Of the $10,173,997 in LCFF Funds, $769,561 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much River Islands Technology Academy II plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: River Islands Technology Academy II plans to spend $13,200,639 for the 2026-27 school year. Of that amount, $10,067,254 is tied to actions/services in the LCAP and $3,133,385 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budgeted Expenditures that are not included in the LCAP include:
Salary & Benefits: Non-Classroom Based Employees

- Consultants
- Stipends

Substitute Costs

- Long- Term Subs for Teachers on Medical/Maternity Leave
- Campus Monitors
- Instructional Aides

Facility Costs & Repairs

Banking Costs & Fees

Safety/Security Services

- Bay Alarm

Leases of equipment

- Printing and Reproduction
- Postage and delivery

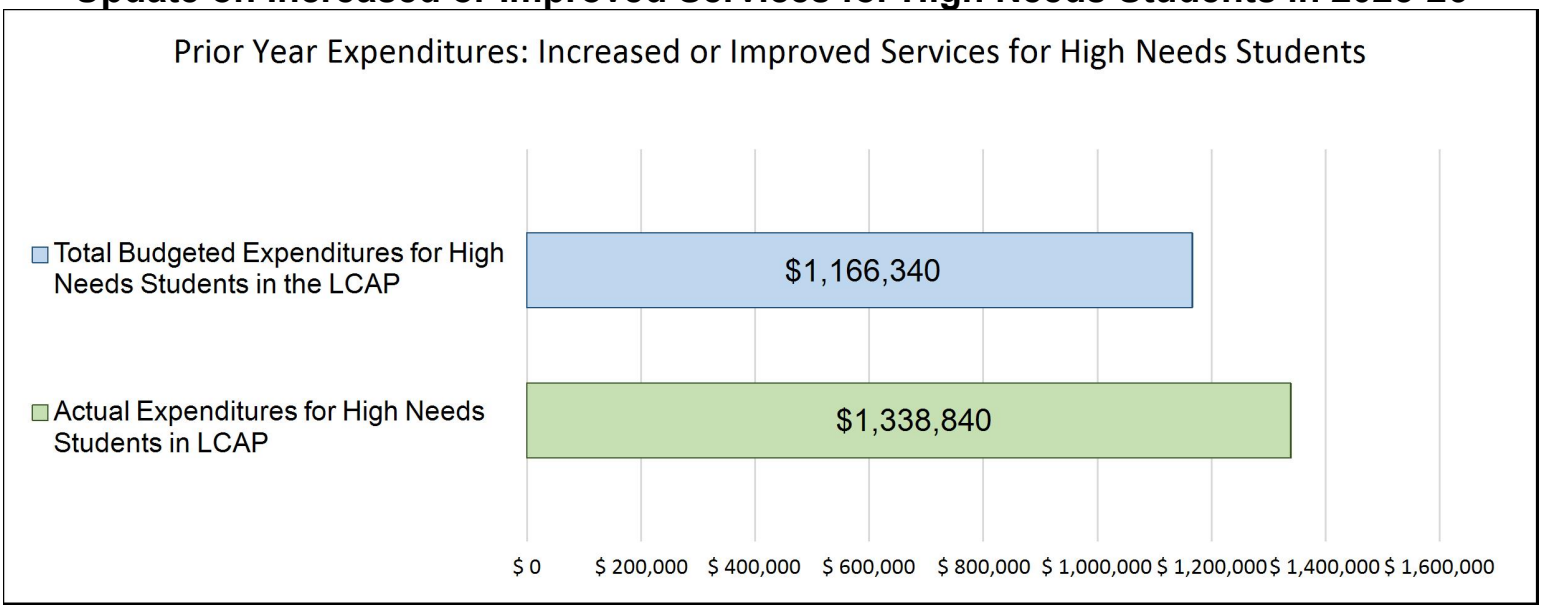
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, River Islands Technology Academy II is projecting it will receive $769,561 based on the enrollment of Foster Youth, English learner, and low-income students. River Islands Technology Academy II must describe how it

intends to increase or improve services for high needs students in the LCAP. River Islands Technology Academy II plans to spend $962,632 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what River Islands Technology Academy II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what River Islands Technology Academy II estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, River Islands Technology Academy II's LCAP budgeted $1,166,340 for planned actions to increase or improve services for high needs students. River Islands Technology Academy II actually spent $1,338,840 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Islands Technology Academy II	Brenda L. Scholl Executive Director	bscholl@riacademies.net 209-717-6702

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

River Islands Technology Academy, an Independent, directed funded Public Charter School, originally opened its doors in July 2013. River Islands Technology Academy #2 reopened as a newly authorized Charter School in July 2016, after being open as River Islands Technology Academy for three years. In 2020, River Islands Technology Academy Charter was reauthorized by the Banta Unified School District and is one of four schools under the River Islands Academies Charter Management Organization.

Mission Statement:
The mission of the River Islands Academies is to provide students in grades (T)K-12 with a specialized, integrated, technology-based curriculum and experiential learning opportunities; thereby preparing students for postsecondary education and the world of work.

Motto:
COLLEGE BOUND

Vision:
River Islands Academies are high quality educational program for students in grades (T)K-12. The school will educate the whole child through a curriculum that integrates technology with core academics, in a positive learning environment. Students will complete a course of study enabling them to have educational and career choices beyond high school.

At River Islands Academies WE challenge ourselves to:

Increase the academic performance of ALL Students
Develop effective educators
Plan purposeful, deliberate actions, focused on the school's goals and priorities
Work collaboratively to accomplish more than what is possible alone
Be accountable, individually and as a group, for results, actions, and decisions
Commit to excellence and be disciplined to continually strive for improvement

Students in grades kindergarten through 2nd grade are issued an iPad mini and students in grades 3-8 are provided a chrome book. One to one devices are utilized to access online curriculum and the learning management system for assignments and projects.

Student Demographics:

Ethnicity-
American Indian or Alaskan Native 1.33%
Filipino 15.64%
African American 12.07%
Caucasian 10.33%
Hispanic 30.88%
Asian 28.02%
Pacific Islander 0.72%
Two or More 0.72%
Declined to State 0.31%

Program-
English Learners 5.73%
Low Socio-Economic 39.16%
Foster Youth 0.41%
Unduplicated Students 41.21%

River Islands Academies' goal is to promote learning, discovery and personal growth among all members of the school community - students, teachers, administrators and parents - and to maintain high academic standards while addressing a wide range of learning abilities and needs. River Islands Technology Academy places an equal emphasis on character development (use of Character Counts program) and academic achievement, seeking to instill respect and compassion in all learners. We recognize that the implicit messages contained in the school environment are as powerful a part of the curriculum as the explicit course of study. We believe that in education, process is as important as measurable results.

Finally, we seek to inspire students who are self-reliant, creative, curious, respectful and responsible; and we hope to instill a love of learning that will stay with our students all their lives.

River Islands Technology Academy has a Principal, and two Assistant Principals who provide leadership for students and staff. We encourage parents to volunteer at school for five hours per month per child.

Grades Served:

Kindergarten - 8th grade

Number of Students:

2020-21: 1,021
2021-22: 1,090
2022-23: 1,000
2023-24: 1,038
2024-25: 979
2025-26: 978

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

One of the biggest successes of the River Islands Technology Academy (RiTechA) program continues to be its ability to maintain academic progress, as evidenced by state assessment scores. Our CAASPP results from spring 2025 showed that in ELA, 65.51% of students tested were at or above grade level, and in Math, 55.42% of students tested were at or above grade level. Additionally, our efforts to strengthen the ELD program have resulted in improved assessment outcomes for our Multilingual Learner students. According to the 2025 Dashboard, 80.7% are making progress towards English language proficiency. We are also proud to continue extracurricular services for students and school-wide events for our community. We had students participate in sports teams, academic teams, the LEGO club, and leadership activities.

We made it a priority to decrease student suspension rates by implementing proactive behavior supports, restorative practices, and targeted interventions, with a focus on improving school climate and reducing disproportionality among student groups, 1.2% (2023), 2% (2024), and 1.3% (2025). We established a school culture team composed of diverse stakeholders to analyze student behavior data and inform strategies to improve school climate, staff morale, and relationships. We implemented a new character education program, C.O.M.P.A.S.S., designed to promote positive decision-making by focusing monthly on specific character traits. Campus monitors have played an active role in the rollout and have been instrumental in reinforcing positive behaviors during unstructured times. C.O.M.P.A.S.S. traits are explicitly taught and reinforced, promoting coherent schoolwide implementation and fostering shared ownership of positive student behavior.

Chronic absenteeism remains a priority need, with rates improving from 19.1% (2023), 14.5% (2025), and 16.7% (2026). To continue this progress, River Islands Technology Academy is strengthening family engagement through schoolwide events and in-person conferences. Student Services, administration, and office staff have also collaborated to set clear attendance goals and support families in addressing barriers, reinforcing the importance of daily attendance.

We would also like to work on keeping our school environment accessible and inviting to all members of the community. As 12.3% of our student population are English Language Learners, it is our goal to have frequent communication via staff-parent meetings, ELAC meetings, and newsletters to engage parents who have students who are English Language Learners. Another way we plan to engage parents of students who are English Learners is to increase the translation options for families to be involved in their child's progress and within the school in general.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

River Islands Technology Academy was not identified for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

River Islands Technology Academy is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

River Islands Technology Academy is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

River Islands Technology Academy is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/Principals/ Administrators/ Staff	Staff participated in the self reflection of Priority 2, Implementation of State Academic Standards, providing input by grade level. Weekly feedback and voice is given to the teachers during Wednesday professional development sessions where staff participates in the evaluation and implementation of school programs and services. Annually the staff provides year-end feedback that assists the administration in planning for the next year, and then informs them of whether to continue, or adjust programs or practices for the next school year.
Parents	Educational Partner input and voice was solicited from parents/families continuously throughout the school year. Coffee and Chat sessions were held monthly on the Thursday after the Tuesday RIA Board Meeting. These meetings are designed for parents to provide input on various programs and services being offered, provide suggestions of new ideas, and give feedback on areas of improvement. Parents ask for information on various topics, and those requests often drive the agenda for the following meeting, allowing school staff to collect and report on areas of interest. Parental input was also sought out through our annual LCAP parent survey. This survey was pushed out to families in April of 2026, asking parents about a variety of aspects regarding instruction, program and staff. Parents also had the opportunity to give open feedback or give suggestions on services they would like to see the Academies implement.

Educational Partner(s)	Process for Engagement
Students	Students were surveyed in grades TK-8. Students in grade 3-8 were given the opportunity to complete the on-line survey independently, while students in grades TK-2 completed the survey as a class, led by their teacher who tabulated and reported the results. The students shared their thoughts on RiTechA, their teachers, current offerings, and personal feelings of connectedness, comfortability, and value. The survey was shared with teachers to administer to students in April 2026 and results were collected within a week. Results from the student survey were shared with the LCAP Advisory Committee, the Governing Board, and staff.
LCAP Advisory Committee- Teachers, Administrators, Principals, Parents	The LCAP Committee met on November 4th to do an LCAP 101 session for our members. We went over the different parts of the LCAP, what state vs local indicators were, and then tested their knowledge with a jeopardy game. On December 2nd, we discussed the LCAP process for the year, reviewing the proposed goals, actions and services in the 24-27 plan. The committee also looked at and reflected on SBAC assessment data and English Learner Progress data that was released on the CA Dashboard. On May 12, the committee reviewed data from student and parent surveys. Based on their analysis of this data, committee members identified key successes and areas of need for the school site. Their insights directly informed the reflections in the Local Indicators and contributed to the development of actions outlined in the LCAP.
Governing Board	Throughout the 2025-26 school year, multiple plans were developed, reviewed, and approved by the Governing Board as part of the LCAP process. Data from the LCAP surveys was presented to the Board during the June 2026 Board meeting. Prior to this, the public hearing for the LCAP took place. Additionally, the draft LCAP was shared with the LCAP Advisory Committee and made available on the school website for public review. The final LCAP was subsequently presented and formally approved by the Governing Board.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In general, stakeholders didn't express the need to change the LCAP goals, actions/services or the direction of the school. In the parent survey, parents expressed the want to better understand our new COMPASS character program so they can reinforce the key pillars at home and would like a dedicated space in the newsletter or on our website to view volunteer opportunities/ ways to get involved.

Teachers have shared that they would like more insight of where student learning difficulties might be early on in the school year to proactively detect learning barriers, specifically for our younger students where diagnostic assessments are difficult to implement. This school year, we implemented Amira, a Reading Universal Screener Tool for Tk-2 students that will give teachers and parents data on students' reading skills and personalized strategies to improve identified deficits

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	River Islands Academies (RIA) will strategically, and transparently allocate resources based on their ability to sustain dynamic teaching and learning and realize continuous improvement in all areas of our program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

RIA recognizes that maintaining high-quality learning environments and highly competent staffing is necessary to ensure student success. This goal was created to be in each school's LCAP in the Academies to cover shared costs/expenses that we designed to meet the needs of each school and its staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 Basic Services A: Staff B: Materials & Supplies C: Facilities	A: In the 23-24 school year, 77% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom, for each student verified by inventory lists. C: Facility has remained in good repair verified by the FIT tool.	Priority 1- A: In the 24-25 school year 84% of teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials are provided to each classroom, for each student verified by inventory lists.	Priority 1- A: In the 25-26 school year 93% of teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials are provided to each classroom, for each student verified by inventory lists.	A: Maintain or exceed baseline percentage of teachers that are properly credentialed and assigned B: Maintain sufficient instructional supplies for each classroom and student. C. Maintain a Good Repair rating	A: The percentage of teachers who are properly credentialed and assigned has increased by 16% B & C: No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			C: FIT tool will verify the continuation of the facility being in good repair in the Spring.	C: FIT tool will verify the continuation of the facility being in good repair in the Spring.	on the FIT tool for site inspections.	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 was fully implemented with no substantive differences. All of the planned actions in Goal 1 were implemented. The professional development in A/S 1.8 focused on implementing our new AI Reading Tool, HMH Amira; Core Reading, and SJCOE Math Trainings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We have established that any difference of $50,000 +/- between the budgeted expenditure and the actual estimate would be considered a material difference. The following actions/services fall in that category:

For A/S 1.6 SPED Contract Services- The amount we spent on contracting services for our SPED students was less than what we had anticipated.

All of the other actions/services in Goal 1 were implemented and provided within the range set for material difference.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All of the actions were needed and effective in meeting the goal and the needs of the organization. Transparency continues to be a goal so our partners are fully aware of our programs and expenditures. Specifically A/S 1.7, our website and app, aided us in continuing progress towards our goal of being transparent and ensuring they feel a part of the school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to goal 1 or its metrics.

Funds for A/S 1.1 Academies Staff has increased to include our 2 new SPED Program Specialists

Funds for A/S 1.8 Professional Development & Coaching have increased to include our 2 new Expanded Learning Program Instructors

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Academies Staff	1.1 Shared costs of staff who service all Academies Schools (Admin, Clerical, IT, Nurse) salaries and benefits	$876,745.00	No
1.2	1.2 Academies Facilities & Operations	1.2 Rent, water, phone, internet, electricity, and waste	$541,238.00	No
1.3	1.3 Academies Contract Services	1.3 Counselor/Therapist, Gardening, Maintenance, Custodial, Student Information System, IT	$575,832.00	No
1.4	1.4 Service Fees	1.4 Auditing, Back Office, Legal, Insurance, Payroll, District Oversight	$337,638.00	No
1.5	1.5 Recruitment & Marketing	1.5 Job Fair fees, release time costs, marketing costs of materials to promote the Academies.	$10,000.00	No
1.6	1.6 SPED Contract Services	1.6 Psych, Speech, OT, behaviorist, SPED Director	$515,815.00	No
1.7	1.7 Academies Communication Tools	1.7 Website and app	$3,869.00	No
1.8	1.8 Professional Development and Coaching	1.8 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Expanded Learning Program support, planning, and coaching.	$184,827.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	1.9 Management/ Training Program	1.9 On-line training system to deliver state mandated trainings to staff electronically. The management system will enable HR to track personnel documentation and proactively oversee business operations.	$5,334.00	No
1.10	1.10 RIA Home Office Travel & Conference	1.10 Travel & Conference expenses for RIA staff	$6,953.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	River Islands Technology Academy will develop, sustain and enhance quality instructional programs to raise student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal of RIA schools is to improve and support student learning in order to raise student achievement for all students. Providing a strong supportive learning program will help ensure that students are prepared for secondary education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1 Basic Services A. Teacher Assignments B. Instructional Materials C. Facility Status	A: In the 23-34 school year, 77% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom, for each student verified by inventory lists.	A: In the 24-25 school year, 84% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials are provided to each classroom, for each student	A: In the 25-26 school year, 93% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials are provided to each classroom, for each student	A: Maintain or exceed baseline percentage of teachers that are properly credentialed and assigned B: Maintain sufficient instructional supplies for each classroom and student.	A: The percentage of teachers who are properly credentialed and assigned has increased by 16% B & C: No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		C: Facility remained in good repair verified by the FIT tool.	verified by inventory lists. C: FIT tool will verify the continuation of the facility being in good repair in the Spring	verified by inventory lists. C: FIT tool will verify the continuation of the facility being in good repair in the Spring	C. Maintain a Good Repair rating on the FIT tool for site inspections.	
2.2	Priority 2 Implementation of State Standards A.Professional Development/ Instructional Materials B. Technology C. EL access to CA/EL standards	A: Aligned curriculum and Professional Development is provided, verified by inventory lists and PD schedules. B: Teachers use technology to deliver daily Common Core aligned lessons and assignments, verified by teacher lesson plans and student work. C: English Learners are provided with integrated ELD within their classrooms and designated ELD in small group lessons with our EL Instructional Aide.	A: Aligned curriculum and Professional Development is provided, verified by inventory lists and PD schedules. B: Teachers use technology to deliver daily Common Core aligned lessons and assignments, verified by teacher lesson plans and student work. C: English Learners are provided with integrated ELD within their classrooms and designated ELD in small group lessons with our	A: Aligned curriculum and Professional Development is provided, verified by inventory lists and PD schedules. B: Teachers use technology to deliver daily Common Core aligned lessons and assignments, verified by teacher lesson plans and student work. C: English Learners are provided with integrated ELD within their classrooms and designated ELD in small group lessons with our	A: Maintain aligned curriculum and Professional Development is provided, verified by inventory lists and PD schedules. B: Maintain use of technology to deliver standards aligned lessons and assignments. C. English Learners will be provided with integrated and designated ELD, verified by lesson plans and classroom observations.	A, B, & C: No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL Instructional Aide.	EL Instructional Aide.		
2.3	Priority 3 Parental Involvement A. Seek parent input in making decisions for the LEA B. Promote parental participation in programs for unduplicated student C. Promote parental participation in programs for students with disabilities.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	A, B, & C: Maintain high level of parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program, verified by sign-in sheets. Documentation of school events that encouraged parental participation will be kept.	A, B, & C: No difference from baseline
2.4	Priority 4 Pupil Achievement A: Statewide Assessment Results B: % of MLLs making progress C: EL Reclassification Rate NA: API, College/Career, AP exams, EAP results	A: SBAC Results (Spring 23) ELA standard met or exceeded: 59.71% Math standard met or exceeded: 51.28% B: 2023 Dashboard- 51.5% making progress towards English language proficiency C: 23-34 school year, EL Reclassification Rate- 29/112, 26%	A: SBAC Results (Spring 24) ELA standard met or exceeded: 60% Math standard met or exceeded: 54% B: 2024 Dashboard- 67% making progress towards English language proficiency C: 24-25 school year, EL	A: SBAC Results (Spring 25) ELA standard met or exceeded: 66% Math standard met or exceeded: 55% B: 2025 Dashboard- 81% making progress towards English language proficiency C: 25-26 school year, EL	A: ELA standard met or exceeded: Maintain or exceed the base line CAASPP scores set from Spring 2023. A: Math standard met or exceeded: Maintain or exceed the base line CAASPP scores set from Spring 2023. B: EL Progress:	A: SBAC Results Both ELA and Math standard met or exceeded scores have exceeded the baseline scores. ELA by 6% and Math by 1% B: Percentage of MLL students making progress towards English language proficiency has increased by 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		N/A: API, College/Career, AP exams, EAP results	Reclassification Rate 45/120, 38% N/A: API, College/Career, AP exams, EAP results	Reclassification Rate 27/76, 36% N/A: API, College/Career, AP exams, EAP results	English Learners will continue to show progress annually, verified on the Dashboard. C: English Learners will be reclassified as appropriate. Reclassification rates will be reported annually.	C: EL Reclassification Rate has decreased by 2%
2.5	Priority 7 Course Access A. Abroad course of study B. Programs/Services developed and provided to unduplicated pupils C. Programs/Services developed and provided to individuals with exceptional need	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.	A, B, & C: No difference from baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The majority of Actions/Services in Goal 2 were implemented as planned and without interruption. The following A/S had a change or delay from the original plan:

2.8- We provided in house training for our support personnel this school year. We have planned to have our support personnel receive training from SJCOE in the 24-25 school year as they have in previous years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We have established that any difference of $50,000 +/- between the budgeted expenditure and the actual estimate would be considered a material difference. The following actions/services fall in that category:

A/S 2.3: We budgeted more for Certificated Staff then we spent. Back filling vacant positions with newer teachers with a lower salary also contributed to this material difference.

A/S 2.4: We hired additional Instructional Aides than we initially planned to meet all student needs.

A/S 2.16: After School Tutoring is provided by our certificated staff (2.3) so the material difference in 2.3 contributes to the material difference in this action.

All of the other actions/services in Goal 2 were implemented and provided within the range set for material difference.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All of the actions were needed and effective in making progress towards Goal 2.

A/S 2.12 which is tied to our current local assessment programs, NWEA has been a great tool to gauge student success throughout the school year and to be able to provide individualized instruction. We also have begun to implement the Amira AI Reading Tool for our Tk-2 students and plan to expand the use of the tool in the classroom during the 26-27 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal, metrics, or desired outcomes for Goal 2.

Funds for A/S 2.11: After School Student Support have increased due to our switch from Dreambox to Amplify mCLASS.

Funds for A/S 2.17: Special Education Services Staff funding increased to account for our 2 new Occupational Therapists.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Professional Development and Coaching	2.1 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Maintain continual learning for teachers and paraprofessionals through release time, after school workshops, webinars, etc.	$0.00	No
2.2	2.2 Conference and Workshop Expenses	2.2 Conference Expenses: K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.	$10,000.00	No
2.3	2.3 Certificated Staff	2.3 Retain/Maintain number of certificated teachers to maintain class sizes. Teachers will be hired to accommodate growth and replace leaving staff as needed. (salaries & benefits)	$4,095,291.41	No
2.4	2.4 Paraprofessionals and Instructional Aides	2.4 Classroom paraprofessionals and instructional aides to support classrooms and school programs, as needed. To include training and materials. salaries & benefits	$494,333.00	Yes
2.5	2.5 Resident, Intern & Induction Programs	2.5 Resident Program for potential teachers: Resident Stipend Materials & Supplies Induction Program for new teachers: County fees for Induction Program Stipends for Induction Support Providers Intern Program: Stipends for Intern Teacher Support Providers	$57,210.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	2.6 Core and Supplement Curriculum; Program/license Subscriptions	2.6 Purchase core and supplemental curriculum and renew subscriptions as data indicates. Ensure that new classrooms, to accommodate growth, are set up and equip with grade appropriate instructional materials	$310,000.00	No
2.7	2.7 Support Personnel Training	2.7 Costs to provide training for support personnel	$1,000.00	No
2.8	2.8 School Technology (Student devices, Classroom, Teacher, Office & Campus)	2.8 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed. Maintain classroom technology, updates as needed (to include the installation of new boards and professional development for staff use) including Teacher technology. office/admin staff technology; campus wide technology	$175,000.00	No
2.9	2.9 Multiple Language Learner Services	2.9 Continued Professional Development and Coaching to assist with implementation of research based effective instruction to Multiple Language Learners. Coordination of annual assessments, staff: student support/services. Staff to run ELD groups in addition to classroom instruction. Lexia ELA program to help students practice language acquisition and track progress for grouping.	$41,348.00	Yes
2.10	2.10 Release time expenses for Professional Development	2.10 Provide substitutes for release time for teachers as needed to participate in Lesson Study and Professional Learning Community Opportunities in the all curricular areas	$5,625.00	No
2.11	2.11 After School Student Support	2.11 After School additional tutoring with Instructional Aides will be provided for 2 additional days per week for students identified as needed additional support. (Dreambox)	$45,201.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	2.12 Local Assessment Program/System	2.12 Gain historical on-going student academic data; maintain computer based assessment program. (NWEA MAP)	$22,124.00	No
2.13	2.13 Program Administrator	2.13 Administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.	$183,992.90	Yes
2.14	2.14 Intervention Staff	2.14 Intervention Teacher to provide specialized instruction for students who are below grade level and at risk for retention. This teacher will work in coordination with our Education Specialist and Classroom Teachers to determine student participation eligibility.	$0.00	Yes
2.15	2.15 Instructional Material & Supplies	2.15 Consumable materials for classroom and school wide events/projects	$40,000.00	No
2.16	2.16 After school Tutoring (Mondays)	2.16 All instructional Staff provides after school tutoring to identified students within their classes. Students will receive intensive support to address student learning needs.	$389,665.21	Yes
2.17	2.17 Special Education Services Staff	2.17 Special Education Services that we are providing by "in-house" providers vs contracted out.	$353,176.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	River Islands Technology Academy will provide a safe and welcoming learning environment that fosters a respectful and collaborative culture for students, parents, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

River Islands Technology Academy knows that by fostering a respectful, inclusive and collaborative culture, it will ensure the social emotional well-being, and a safe environment for all children. Creating such an environment takes the help of many parties working together; staff, parents and students working together towards common goals and ideas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 Parental Involvement A. Seek parent input in making decisions for the LEA B. Promote parental participation in programs for unduplicated student C. Promote parental participation in programs for students with disabilities.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	Maintain high level of parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program, verified by sign-in sheets. Documentation of school events that encouraged	A, B, & C: No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					parental participation will be kept.	
3.2	Priority 5 Student Engagement A: Attendance rate B: Chronic Absence Rate C: Middle School Dropout Rate High School Dropout and High School Graduation Rates: not applicable to a K-8 school	A: Attendance rate for 2023-24 was 95.2% B: Chronic Absence Rate in 2023-24 was 14.2% C: Middle School Dropout Rate for 2023-24 was 0%	A: Attendance rate for 2024-25 was 94.7% B: Chronic Absence Rate in 2024-25 was 12.7% C: Middle School Dropout Rate for 2024-25 was 0%	A: Attendance rate for 2025-26 was 95% B: Chronic Absence Rate in 2025-26 was 17% C: Middle School Dropout Rate for 2024-25 was 0%	A. Maintain or decrease the Attendance rate baseline B. Decrease Chronic Absence Rate from baseline C. Maintain Middle School Dropout Rate of 0%	A: Attendance rate maintained B: Chronic Absenteeism increased by 3% C: Middle School Dropout maintained 0%
3.3	Priority 6 School Climate A: Suspension Rate B: Expulsion Rate C: Survey Results	A: Suspension Rate for 2023-24 was 3.4% B: Expulsion Rate for 2023-24 was less than 1% C: Students annually surveyed for feedback on school climate: 2023-24 Results 71% of students surveyed like coming to school.	A: Suspension Rate for 2024-25 was 1.7% B: Expulsion Rate for 2024-25 was 0% C: Students annually surveyed for feedback on school climate: 2024-25 Results 77% of students surveyed like coming to school.	A: Suspension Rate for 2025-26 was 1.3% B: Expulsion Rate for 2025-26 was 0% C: Students annually surveyed for feedback on school climate: 2025-26 Results 82% of students surveyed like coming to school.	A. Maintain or decrease suspension rate from baseline B. Maintain Expulsion rate from baseline C. Students will be annually surveyed for feedback on school climate. Maintain or increase student survey results from baseline.	A: Suspension Rate decreased by 2% B: Expulsion Rate maintained C: +11% of students like coming to school +3% of students are comfortable talking with school staff +12% of students feel safe at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% of students surveyed reported being comfortable with talking with school staff. 79% of students surveyed reported feeling safe at school.	87% of students surveyed reported being comfortable with talking with school staff. 88% of students surveyed reported feeling safe at school.	88% of students surveyed reported being comfortable with talking with school staff. 91% of students surveyed reported feeling safe at school.		
3.4	Priority 8 Other Pupil Outcomes A: Student Enrollment B: Student Participation in Academic Competitions C: Rate of promotion from Reading Intervention to ELA instruction in General Education classroom	Other Pupil Outcomes: A: 2023-24 Student Enrollment- 1,038 students B: Student Participation in Academic Competitions in 23-24: 86 C: 2023-24 Rate of promotion from Reading Intervention to ELA instruction in General Education classroom- 40%	Other Pupil Outcomes: A: 2024-25 Student Enrollment- 979 students B: B: Student Participation in Academic Competitions in 24-25: 77 students C: 2024-25 Rate of promotion from Reading Intervention to ELA instruction in General Education classroom- 30%	Other Pupil Outcomes: A: 2025-26 Student Enrollment- 978 students B: B: Student Participation in Academic Competitions in 25-26: 67 students C: 2025-26 Rate of promotion from Reading Intervention to ELA instruction in General Education classroom- 45%	Other Pupil Outcomes: A: Maintain or increase Student Enrollment from baseline B: Increase or maintain Student Participation in Academic Competitions C: Maintain or increase Rate of promotion from Reading Intervention to ELA instruction in General Education classroom	A: Enrollment decreased by 60 students B: Participation in Academic Competition decreased by 19 students C: Rate of promotion from Reading Intervention increased by 5%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The majority of Actions/Services in Goal 3 were implemented as planned and without interruption. The following A/S had a change or delay from the original plan:

3.2 Office Staff Professional Development- We did not make it to the CEL dinner this past October of 2024 but we hope to continue to attend annually as a united office and administration staff.

3.4 College Bound- College of the Week is usually a part of our Friday Morning Assemblies held in person each week. This year, we tried out new activities to engage students like minute-to-win-it games and presentations from classrooms on different cultures.

3.15 Community Support, Trainings, Resources, and Engagement- Although we did increase participation in our LCAP Advisory, ELAC, and other site committees and events, we did not provide parent/guardian trainings as we intended.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We have established that any difference of $50,000 +/- between the budgeted expenditure and the actual estimate would be considered a material difference.

A/S 3.14 Classified Staff- We overestimated the number of campus monitor positions we needed this year. We also planned to hire an additional office technicians but decided the 4 we have is sufficient.

All other actions/services in Goal 3 were implemented and provided within the range set for material difference.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All of the actions were needed and effective in reaching Goal 3. We will continue them all in the next year of the plan.

A/S 3.1 Student Character Program- This year we implemented our new in house created and inspired, C.O.M.P.A.S.S character program. It has proven to be successful in guiding and motivating our students to create a strong foundation for personal growth, resilience, and meaningful relationships.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal or actions/ services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Student Character Program	3.1 Character education program with all staff participating in recognizing students good character. Instructional materials will be purchased for staff, as needed. Teachers will provide instructional time for character education on a daily or weekly basis. Prizes for good character recognition will be given. "Brag Tags" will be used school-wide, to recognize good student behavior/character within classroom or on the school grounds on an on-going monthly basis. Assemblies to support the Character program will be scheduled.	$11,500.00	No
3.2	3.2 Office Staff Professional Development	3.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.	$600.00	No
3.3	3.3 Enrichment Programs & Middle School Success Classes	3.3 Support school wide enrichment programs such as: Art, STEM and music. Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club and sailing club. Materials, resources and stipends for enrichment and middle school success classes	$22,000.00	No
3.4	3.4 College Bound	3.4 Continue to support a school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.	$2,000.00	No
3.5	3.5 Counseling & Therapy	3.5 Support students social and emotional well-being with individual, small group counseling and individual therapy.	$0.00	No
3.6	3.6 Emergency Communication	3.7 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.	$5,900.00	No

Action #	Title	Description	Total Funds	Contributing
	Tools & Safety Equipment			
3.7	3.7 Parent Volunteer Appreciation and Staff Appreciation	3.7 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration. Staff appreciation costs to acknowledge the staff's hard work through out the school year	$3,000.00	No
3.8	3.8 Student Awards and Recognition	3.8 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.	$2,000.00	No
3.9	3.9 School check in system	3.9 A self check-in system will be supported for school visitors/volunteers. The system emergency component will be utilized with staff during emergency procedures/situations.	$4,102.00	No
3.10	3.10 School Nurse	3.10 A school Nurse will be on site 2 days a week to address the health needs of students, create medical plans as needed and train the staff as needed. The nurse will be able to follow up with families regarding medical issues and impact said issues have on the education of students. A School Nurse will add an additional facet to our team, enabling us to better address the needs of the whole child.	$0.00	No
3.11	3.11 Student Incentives	3.11 Expenses for student incentive programs and events (AR goals, end of season sports)	$2,000.00	No
3.12	3.12 Field Trips & Student Camps	3.12 Expenses for grade level field trips: transportation, admission fees, supplies	$130,000.00	No
3.13	3.13 Virtual Student management system	3.13 Go Guardian costs/license	$10,183.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	3.14 Classified Staff	3.14 Cost to maintain classified personnel needed to ensure a smoothly run office and school site (salaries & benefits)	$582,715.00	No
3.15	3.15 Community Support Trainings, Resources, and Engagement	3.15 Coordinated support will be provided to parents to better support their students with the instructional program at home. Workshop/Speakers will be planned to provide parents with information on how to best support their children and how to engage with the school as partners in education.	$2,500.00	No
3.16	3.16 Attendance Support	3.16: Attendance Support will include funds necessary to prioritize communicating with families who have students that are chronically absent, and acknowledge students for good attendance.	$6,537.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$769,561	$$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.564%	0.000%	$0.00	7.564%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** 2.4 Paraprofessionals and Instructional Aides **Need:** Unduplicated student group state and local test scores and school connectedness rates need improvement **Scope:**	Paraprofessionals and Instructional Aides are in classrooms to provide teachers more opportunities to provide small group instruction for all students, including unduplicated students. Their presence in the classroom also lowers the adult to student ratio and provides students with another staff member to connect with to in turn feel more connected to their school site.	A: Annual ELA and Math SBAC Scores B: Triennial NWEA MAP ELA and Math Scores C: Annual Student Survey Results on student comfortability with staff members/ connectedness to school site

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.13	**Action:** 2.13 Program Administrator **Need:** Unduplicated student group attendance rates and school connectedness rates need improvement **Scope:** LEA-wide	Program Administrators, i.e Vice Principals, have many responsibilities within a school site but a major role is guiding all students through the social and emotional aspects of their schooling. They provide a listening ear to student concerns, help students learn from their mistakes, and ensure students feel valued and connected to their school site.	A: Attendance Data B: Number of students who have a behavior logged in our Student Information System and are not suspended C: Student Survey Results on connectedness to school site and feeling safe at school
2.14	**Action:** 2.14 Intervention Staff **Need:** Unduplicated student group progress reports and report cards show they need additional support to close the gap between student current reading level and grade level material **Scope:** LEA-wide	Reading Intervention is available for all qualifying students, including unduplicated students, who are 2 grade levels behind in their reading level.	A: Rate of students moving from Reading Intervention to ELA instruction in General Education Classroom B : Accelerated Reading and Dibels Assessment Data
2.16	**Action:** 2.16 After school Tutoring (Mondays) **Need:** Unduplicated student group state and local test scores, progress reports, and report cards show they need additional support accessing grade level instruction and showing proficiency in grade level standards	After school tutoring is provided for all students, including unduplicated students, who need additional support to grasp a grade level standard/ concept. Tutoring students are invited by their classroom teacher to receive the additional support so they do not fall behind.	A: Annual ELA and Math SBAC Scores B: Triennial NWEA MAP ELA and Math Scores C: Positive progression of Report Cards and Progress Reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.16	**Action:** 3.16 Attendance Support **Need:** Unduplicated student group attendance rates need improvement **Scope:** LEA-wide	A key component of our attendance support action is having an office technician focus in on students who are frequently tardy and/or absent. They communicate with student families to ensure families know the importance of attending school, that they are missed when they do not attend, and to remove any barriers the families might be facing in sending their student to school.	A: Attendance Rate B: Chronic Absenteeism Rate C: Frequency of truancy letters

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** 2.9 Multiple Language Learner Services **Need:** Our Multiple Language Learners need focused instruction to increase their English acquisition within the classroom and specialized programs **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to enable teachers to provide integrated ELD in the classroom and delegate an ELD aide to provide designated ELD to Multiple Language Learners. This includes professional development specifically pertaining to ELD for our teachers and ELD aide, and the Lexia English program to help students practice language acquisition and track progress for grouping.	A: ELPI Levels B: Reclassification Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

River Islands Technology Academy is a single-school Charter with 978 students in grades K-8. In the 2025-26 school year, 5.73% of students are Multiple Language Learners. The Action/Service 2.9 described below, is principally directed and most effective in meeting the individual and specific needs of our MLL students.

A/S 2.9 English Learner Services: After reviewing student data, it was determined that English learners were performing below the level of all students in the area of ELA throughout grade levels. To address this concern, an on-line program, LEXIA English, was introduced to use with English Learner to address language acquisition skills. Teachers were trained on how the program works, and ways that they could incorporate in into their daily schedules to ensure that EL students would have consistent use of the program. In addition to the integrated ELD that classroom teachers provide, LEXIA English tracks student progress through use of the program and then groups students for additional designated ELD lessons. A staff member was hired to manage these designated ELD groups, and provide weekly lessons to students to address their specific language acquisition needs and targets. To address the language acquisition needs of students the action is effective by including all instructional staff in on-going monitoring for English Learners. Professional development being provided school wide ensures that all English Learners will be placed with a teacher who has received training on instructional strategies and programs to address their specific learning needs.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

River Islands Technology Academy does not receive additional concentration grant add-on funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,173,997	769,561	7.564%	0.000%	7.564%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,848,789.29	$65,222.00	$0.00	$153,243.23	$10,067,254.52	$7,618,421.52	$2,448,833.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1.1 Academies Staff	All	No			All Schools	annually	$876,745.00	$0.00	$876,745.00				$876,745.00	
1	1.2	1.2 Academies Facilities & Operations	All	No			All Schools	annually	$0.00	$541,238.00	$541,238.00				$541,238.00	
1	1.3	1.3 Academies Contract Services	All	No			All Schools	annually	$0.00	$575,832.00	$575,832.00				$575,832.00	
1	1.4	1.4 Service Fees	All	No			All Schools	annually	$0.00	$337,638.00	$337,638.00				$337,638.00	
1	1.5	1.5 Recruitment & Marketing	All	No			All Schools	on-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	1.6 SPED Contract Services	Students with Disabilities	No			All Schools	on-going	$515,815.00	$0.00	$515,815.00				$515,815.00	
1	1.7	1.7 Academies Communication Tools	All	No			All Schools	on-going	$0.00	$3,869.00	$3,869.00				$3,869.00	
1	1.8	1.8 Professional Development and Coaching	All	No			All Schools	on-going	$84,605.00	$100,222.00	$119,605.00	$65,222.00			$184,827.00	
1	1.9	1.9 Management/ Training Program	All	No			All Schools	annually	$0.00	$5,334.00	$5,334.00				$5,334.00	
1	1.10	1.10 RIA Home Office Travel & Conference	All	No			All Schools	annually	$0.00	$6,953.00	$6,953.00				$6,953.00	
2	2.1	2.1 Professional Development and Coaching	All	No			All Schools	annually G1	$0.00	$0.00	$0.00				$0.00	
2	2.2	2.2 Conference and Workshop Expenses	All	No			All Schools	annually	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	2.3 Certificated Staff	All Students with Disabilities	No			All Schools	annually	$4,095,291.41	$0.00	$4,095,291.41				$4,095,291.41	
2	2.4	2.4 Paraprofessionals and Instructional Aides	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	annually	$494,333.00	$0.00	$341,089.77			$153,243.23	$494,333.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	**2.5**	2.5 Resident, Intern & Induction Programs	All	No			All Schools	annually	$0.00	$57,210.00	$57,210.00				$57,210.00	
2	**2.6**	2.6 Core and Supplement Curriculum; Program/license Subscriptions	All	No			All Schools	annually	$0.00	$310,000.00	$310,000.00				$310,000.00	
2	**2.7**	2.7 Support Personnel Training	All	No			All Schools	annually	$1,000.00	$0.00	$1,000.00				$1,000.00	
2	**2.8**	2.8 School Technology (Student devices, Classroom, Teacher, Office & Campus)	All	No			All Schools	annually	$0.00	$175,000.00	$175,000.00				$175,000.00	
2	**2.9**	2.9 Multiple Language Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	annually	$32,546.00	$8,802.00	$41,348.00				$41,348.00	
2	**2.10**	2.10 Release time expenses for Professional Development	All	No			All Schools	annually	$0.00	$5,625.00	$5,625.00				$5,625.00	
2	**2.11**	2.11 After School Student Support	All	No			All Schools	annually	$0.00	$45,201.00	$45,201.00				$45,201.00	
2	**2.12**	2.12 Local Assessment Program/System	All	No			All Schools	annually	$0.00	$22,124.00	$22,124.00				$22,124.00	
2	**2.13**	2.13 Program Administrator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually	$183,992.90	$0.00	$183,992.90				$183,992.90	
2	**2.14**	2.14 Intervention Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually	$0.00	$0.00	$0.00				$0.00	
2	**2.15**	2.15 Instructional Material & Supplies	All	No			All Schools	annually	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	**2.16**	2.16 After school Tutoring (Mondays)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	once a week, annually	$389,665.21	$0.00	$389,665.21				$389,665.21	
2	**2.17**	2.17 Special Education Services Staff	All	No			All Schools	annually	$353,176.00	$0.00	$353,176.00				$353,176.00	
3	**3.1**	3.1 Student Character Program	All	No			All Schools	annually	$0.00	$11,500.00	$11,500.00				$11,500.00	
3	**3.2**	3.2 Office Staff Professional Development	All	No			All Schools	annually	$0.00	$600.00	$600.00				$600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	3.3 Enrichment Programs & Middle School Success Classes	All	No			All Schools	annually	$2,000.00	$20,000.00	$22,000.00				$22,000.00	
3	3.4	3.4 College Bound	All	No			All Schools	annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.5	3.5 Counseling & Therapy	All	No			All Schools	annually	$0.00	$0.00	$0.00				$0.00	
3	3.6	3.6 Emergency Communication Tools & Safety Equipment	All	No			All Schools	annually	$0.00	$5,900.00	$5,900.00				$5,900.00	
3	3.7	3.7 Parent Volunteer Appreciation and Staff Appreciation	All	No			All Schools	annually	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.8	3.8 Student Awards and Recognition	All	No			All Schools	annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.9	3.9 School check in system	All	No			All Schools	annually	$0.00	$4,102.00	$4,102.00				$4,102.00	
3	3.10	3.10 School Nurse	All in G1	No			All Schools	annually	$0.00	$0.00	$0.00				$0.00	
3	3.11	3.11 Student Incentives	All	No			All Schools	annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.12	3.12 Field Trips & Student Camps	All	No			All Schools	annually	$0.00	$130,000.00	$130,000.00				$130,000.00	
3	3.13	3.13 Virtual Student management system	All	No			All Schools	annually	$0.00	$10,183.00	$10,183.00				$10,183.00	
3	3.14	3.14 Classified Staff	All	No			All Schools	annually	$582,715.00	$0.00	$582,715.00				$582,715.00	
3	3.15	3.15 Community Support Trainings, Resources, and Engagement	All	No			All Schools	annually	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.16	3.16 Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,537.00	$0.00	$6,537.00				$6,537.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,173,997	769,561	7.564%	0.000%	7.564%	$962,632.88	0.000%	9.462 %	**Total:**	$962,632.88
								LEA-wide Total:	$921,284.88
								Limited Total:	$41,348.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.4**	2.4 Paraprofessionals and Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,089.77	
2	**2.9**	2.9 Multiple Language Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$41,348.00	
2	**2.13**	2.13 Program Administrator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,992.90	
2	**2.14**	2.14 Intervention Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.16**	2.16 After school Tutoring (Mondays)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,665.21	
3	**3.16**	3.16 Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,537.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,681,797.00	$10,233,501.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1.1 Academies Staff	No	$906,047.00	$900,203.00
1	**1.2**	1.2 Academies Facilities & Operations	No	$482,255.00	$444,992.00
1	**1.3**	1.3 Academies Contract Services	No	$563,420.00	$565,569.00
1	**1.4**	1.4 Service Fees	No	$324,142.00	$319,893.00
1	**1.5**	1.5 Recruitment & Marketing	No	$15,000.00	$30,000.00
1	**1.6**	1.6 SPED Contract Services	No	$373,482.00	$637,815.00
1	**1.7**	1.7 Academies Communication Tools	No	$3,869.00	$3,869.32
1	**1.8**	1.8 Professional Development and Coaching	No	$141,157.00	$127,094.00
1	**1.9**	1.9 Management/ Training Program	No	$4,615.00	$5,353.98
1	**1.10**	1.10 RIA Home Office Travel & Conference	No	$6,250.00	$6,164.50
2	**2.1**	2.1 Professional Development and Coaching	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	2.2 Conference and Workshop Expenses	No	$10,000.00	$5,000.00
2	**2.3**	2.3 Certificated Staff	No	$4,760,144.00	$4,227,121.00
2	**2.4**	2.4 Paraprofessionals and Instructional Aides	Yes	$502,339.00	$564,537.00
2	**2.5**	2.5 Resident, Intern & Induction Programs	No	$41,610.00	53,650.00
2	**2.6**	2.6 Core and Supplement Curriculum; Program/license Subscriptions	No	$345,870.00	296,789.00
2	**2.7**	2.7 Support Personnel Training	No	$1,000.00	$0.00
2	**2.8**	2.8 School Technology (Student devices, Classroom, Teacher, Office & Campus)	No	$175,000.00	$175,000.00
2	**2.9**	2.9 Multiple Language Learner Services	Yes	$41,842.00	$40,528.00
2	**2.10**	2.10 Release time expenses for Professional Development	No	$5,625.00	$2,250.00
2	**2.11**	2.11 After School Student Support	No	$3,500.00	$6,995.00
2	**2.12**	2.12 Local Assessment Program/System	No	$15,919.00	$19,183.00
2	**2.13**	2.13 Program Administrator	Yes	$171,385.00	$163,535.00
2	**2.14**	2.14 Intervention Staff	Yes	$150,159.00	$140,253.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	2.15 Instructional Material & Supplies	No	$27,810.00	$57,680.00
2	2.16	2.16 After school Tutoring (Mondays)	Yes	$480,145.00	$423,760.00
2	2.17	2.17 Special Education Services Staff	No	$222,590.00	$217,201.00
3	3.1	3.1 Student Character Program	No	$12,830.00	16,946.00
3	3.2	3.2 Office Staff Professional Development	No	$600.00	600.00
3	3.3	3.3 Enrichment Programs & Middle School Success Classes	No	$34,450.00	35,450.00
3	3.4	3.4 College Bound	No	$2,500.00	$0.00
3	3.5	3.5 Counseling & Therapy	No	$0.00	$0.00
3	3.6	3.6 Emergency Communication Tools & Safety Equipment	No	$12,900.00	$25,235.00
3	3.7	3.7 Parent Volunteer Appreciation and Staff Appreciation	No	$3,000.00	$3,388.00
3	3.8	3.8 Student Awards and Recognition	No	$2,000.00	$1,100.00
3	3.9	3.9 School check in system	No	$700.00	$700.00
3	3.10	3.10 School Nurse	No	$0.00	$0.00
3	3.11	3.11 Student Incentives	No	$2,000.00	$591.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.12**	3.12 Field Trips & Student Camps	No	$150,000.00	$150,000.00
3	**3.13**	3.13 Virtual Student management system	No	$10,000.00	$11,567.95
3	**3.14**	3.14 Classified Staff	No	$664,415.00	$547,261.00
3	**3.15**	3.15 Community Support Trainings, Resources, and Engagement	No	$5,000.00	$0.00
3	**3.16**	3.16 Attendance Support	Yes	$6,227.00	$6,227.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
820,274	$1,166,340.00	$1,338,840.00	($172,500.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	2.4 Paraprofessionals and Instructional Aides	Yes	$346,614.00	$564,537.00		
2	**2.9**	2.9 Multiple Language Learner Services	Yes	$41,842.00	$40,528.00		
2	**2.13**	2.13 Program Administrator	Yes	$171,385.00	$163,535.00		
2	**2.14**	2.14 Intervention Staff	Yes	$120,127.00	$140,253.00		
2	**2.16**	2.16 After school Tutoring (Mondays)	Yes	$480,145.00	$423,760.00		
3	**3.16**	3.16 Attendance Support	Yes	$6,227.00	$6,227.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,921,070	820,274	0.000%	8.268%	$1,338,840.00	0.000%	13.495%	$0.00	0.000%