Triton Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Triton Academy
Street	5250 Adolfo Road
City, State, Zip	Camarillo, CA 93012
Phone Number	(805) 437-1540
Principal	Eric Castaniero
Email Address	ecastaniero@vcoe.org
School Website	http://www.vcoe.org/triton
County-District-School (CDS) Code	56-10561-0135798

2023-24 District Contact Information

District Name	Ventura County Office of Education
Phone Number	(805) 383-1900
Superintendent	Cesar Morales
Email Address	cemorales@vcoe.org
District Website	www.vcoe.org

2023-24 School Description and Mission Statement

Principal's Message

Welcome to Triton Academy. Triton Academy, located in Camarillo, California, is a public school operated by the Ventura County Office of Education (VCOE). The school serves students with autism who require an intensive, structured, and caring environment to meet their educational needs. Triton Academy is a referral-based school serving the 20 districts located within Ventura County Special Educational Local Plan Area. Referrals to Triton Academy are made through the Individualized Education Program (IEP) process originating through the student's district of residence. Triton Academy is provided guidance via the Triton Academy Advisory Council, composed of members of Ventura County SELPA, local organizations, and district representatives.

Triton Academy's central focus is developing comprehensive educational programs that meet the individual needs of each student. As a learning community, we believe that professional expertise and collaboration between teachers, specialists, paraprofessionals, administration, and parents along with targeted professional development, leads to a safe learning

environment and positive student outcomes. Our work with students prioritizes the development of self-regulation and self-management skills in order to advance perspective taking, learning, and relationship skills leading to greater independence.

All classrooms are structured to include multiple grade levels including upper elementary, middle school, and high school levels (grades 3-12) in three strands: functional skills (students with extensive support need cognitive disabilities) aligned to the California Alternate Assessment (CAA), modified academic strand (students with significant learning disabilities co-existing with autism who are functioning several years below grade level) aligned to the California Assessment of Student Performance and Progress, and grade level strand (students who accessing grade level content or above with accommodations to meet their unique learning needs) also aligned to the California Assessment of Student Performance and Progress. Approximately one third of our students have co-existing mental health needs, which are supported through additional resources provided by Ventura County Behavioral Health through Educationally Related Social Emotional Services (ERSES) and Collaborative Educational Services (COEDS).

Classrooms are designed to have a high ratio between students, educators, and specialists. Classrooms include one certificated teacher and two specially trained special education paraprofessionals to serve eight to ten students.

All educators receive specialized training and annual refreshers in evidence-based practices used on an on-going basis. In addition, the team includes one or more specialists in the areas of speech and language, school health, occupational therapy, school psychology, and behavior analysis. Older students may receive support from a WorkAbility specialist. An office manager, assistant principal, and a principal support instructional staff in meeting the varied needs of students and their families. Specialists provide support through direct services, specialized instruction, and regularly scheduled collaboration meetings.

Triton Academy implements evidence-based educational interventions designed to meet the unique learning needs of students with autism. These include five signature practices: technology, social skills instruction, sensory support, Applied Behavior Analysis, and visual structure. Additional teaching methodologies employed by Triton Academy include Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) and Pivotal Response Treatment. Opportunities to generalize skills taught in the program occur through Autism Ambassadors, weekly community-based instruction, and for those high school students who evidence readiness, WorkAbility and/or participation in classes through the Career Education Center operated by VCOE.

As a National Demonstration and Visitation Site for Positive Behavior Support and CHAMPS, we commit to engaging with staff and students following these principles. We structure activities on and off campus by providing clear goals regarding "expected behaviors" following the CHAMPS model. Triton Academy endeavors to provide a safe, caring, and educationally challenging environment for all students. Staff implements best educational practices, supported by research data, to address the individual instructional needs of all students assuring that each student learns. We communicate with parents and care providers to enhance the home learning environment and offer leadership in the community to increase our students' life opportunities and to generalize skills learned within the school setting.

Our teaching philosophy is based on a whole-student approach, allowing each student to work on his or her specific learning needs by focusing on their individual strengths and interests. Our students experience an age-appropriate, standards-based curriculum, aligned to California State Standards, taught individually and in small groups. By incorporating social, behavioral, and vocational skills development into the academic program, Triton Academy prepares students to become competent, confident, productive, and independent citizens of their communities.

We have three instructional strands aligned to California State Standards. College and Career Readiness Connected serves students with a focus on functional academics and life skills acquisition. College and Career Readiness Adapted serves students in a modified academic track program, which provides access to grade level essential standards with remedial materials to meet specific learning needs. College and Career Readiness is a diploma-based program for students who are at or near academic grade level with accommodations to meet specific learning needs.

School Mission Statement

Triton Academy's mission is to assist students with autism to become independent, productive citizens by providing a nurturing, structured, self-contained, multidisciplinary educational program, which teaches positive social life skills within a standards-based curriculum.

School Vision Statement

Triton Academy will work collaboratively to ensure all students succeed. Our educators teach our students what it means to be A Triton. Placing the highest priority on:

2023-24 School Description and Mission Statement

Advocate

Tolerance

Respect

Independence

Teamwork

Ownership

Never giving up on meeting the needs of our students and families

District Mission Statement

Our students learn in a personalized environment that fosters human dignity and promotes academic, social emotional and personal success.

District Vision Statement

In fulfilling our "Commitment to Quality Education for All" we teach, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize their learning so they may become life-long learners and world class citizens.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	2
Grade 4	2
Grade 5	5
Grade 6	6
Grade 7	10
Grade 8	7
Grade 9	12
Grade 10	15
Grade 11	9
Grade 12	9
Total Enrollment	77

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	10.4%
Male	89.6%
Asian	1.3%
Black or African American	2.6%
Filipino	3.9%
Hispanic or Latino	49.4%
Two or More Races	3.9%
White	39%
English Learners	2.6%
Foster Youth	1.3%
Homeless	5.2%
Socioeconomically Disadvantaged	32.5%
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	88.93	145.10	60.85	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	9.88	1.00	0.42	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	61.40	25.75	12115.80	4.41
Unknown	0.10	1.19	25.50	10.71	18854.30	6.86
Total Teaching Positions	10.10	100.00	238.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	68.49	137.80	59.16	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	29.35	6.00	2.58	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.60	5.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	65.60	28.16	11953.10	4.28
Unknown	0.20	2.15	9.80	4.22	15831.90	5.67
Total Teaching Positions	10.20	100.00	232.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The governing board desires that the county office instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The board shall adopt instructional materials based on a determination that such materials are aligned with the State Standards, meet other criteria specified in law, and are an effective learning resource to help students in county-operated programs achieve grade-level competency. To ensure that instructional materials effectively support the county office's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the county office's curriculum and standards.

The superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the board. This process shall involve teachers in a substantial manner and shall also encourage the participation of Ventura County parents, guardians, and community members. All recommended instructional materials shall be available for public inspection at the county office. Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in Administrative Regulation. Complaints concerning instructional materials shall be handled in accordance with law, board policy, and Administrative Regulation 1312.2.

Year and month in which the data were collected	09/25/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives & ELD Companion Pearson (9-12) 2017 StudySync, McGraw-Hill (6-8) 2017 CA Wonders, McGraw-Hill (K-5) 2017 Character Based Literacy 2017 Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe	Yes	0%
Mathematics	It's About Time, Interactive Mathematics Program IMP (9-12) 2016 CMP3 (6-8) 2016 EnVision 2.0, Pearson (K-5) 2017 Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe	Yes	0%
Science	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe McGraw Hill CA Inspire Science 6th - 8th SAVVAS Learning Company The Living Earth Biology & Earth Science (9-12)	Yes	0%

	Holt McDougal, Houghton Mifflin Harcourt (K-5); Mystery Science (K-5)		
History-Social Science	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe American History Reconstruction to the Present CA Houghton Mifflin Harcourt 2018 United States Government CA Houghton Mifflin Harcourt (9-12) 2018 Modern World History CA Houghton Mifflin Harcourt (9-12) 2018 Economics Principles in Action SAVVAS (9-12) 2022 National Geographic World History: Medieval and Early Modern Times (6-8) 2018 National Geographic World History: Ancient Civilizations (6-8) 2018 National Geographic United States History (6-8) 2019 Savvas California History-Social Science myWorld Interactive (K-5) 2019	Yes	0%
Foreign Language	APEX-Accredited Virtual School	Yes	0%
Health	Unique Learning System (ULS) n2y (K-12) ELA, ELD, mathematics, social studies/history, science, health, transition, life skills; moderate/severe Glencoe Health McGraw Hill (9-12) 2022 Positive Prevention PLUS (5th Post-Secondary) 2018	Yes	0%
Visual and Performing Arts	APEX-Accredited Virtual School		

School Facility Conditions and Planned Improvements

The Triton Academy was relocated to a new location at the Mary E. Samples Education Services Center in Camarillo in August of 2020. This is a new building containing classroom spaces including a life skills classroom, a motor room, library/testing space, and other specialized instruction areas for speech and language along with VCOE's Special Education Department. The new complex is completely secured by perimeter fencing. The building has a sophisticated electronic security locking door hardware. Visitors are not allowed to enter the building unless they pass through the main school office. The new Triton Academy includes generous play areas/equipment, shade structures, bus loading, parent drop-off and landscaping. The building has state of the art fire alarm and sprinkler suppression systems, video surveillance, and intrusion detection systems.

All facility maintenance and repair are addressed through the in-house VCOE facilities department. Cleaning and grounds are addressed through contracted services. The ongoing maintenance, cleaning, and grounds keeping is routine and proactive.

Year and month of the most recent FIT report	12/28/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Routine treatment for pest control is performed by licensed professionals.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows have been resealed due to minor water intrusion. This work was performed by the builder under warranty.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	10	26	47	45	47	46
Mathematics (grades 3-8 and 11)	5	5	35	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	45	43	95.56	4.44	25.58
Female	--	--	--	--	--
Male	41	40	97.56	2.44	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	23.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.12	5.88	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	43	95.56	4.44	25.58

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	45	43	95.56	4.44	4.65
Female	--	--	--	--	--
Male	41	40	97.56	2.44	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	5.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.12	5.88	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	43	95.56	4.44	4.65

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.14	--	3.23	5.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	22	91.67	8.33	45.45
Female	--	--	--	--	--
Male	21	20	95.24	4.76	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	45.45

2022-23 Career Technical Education Programs

All Triton Academy students age 16 and older have an Individual Transition Plan (ITP) developed at their annual IEP meeting. The student, their family, school staff, and potentially, community adult agencies all participate in this process that helps to develop goals that will enhance the student's ability to lead a meaningful, productive life as an adult in the areas of vocation, independent living, and education. Triton Academy has had the opportunity to host two career education classes via VCOE's CEC program over the past two school years.

Triton Academy high school students are provided the opportunity to participate in classes with the VCOE Career Education Center (CEC) in a nearby campus. Students may attend classes during the school day as part of their regular high school schedule. Students receive high school credit towards their required electives. Attending CEC classes with general education students allows Triton Academy students to generalize the academic and social skills they have acquired at Triton Academy. This would include note-taking and organizational skills, application of English and math skills to write reports or calculate the amount of paint needed to repaint a car. Industries represented at the CEC include: agriculture, arts, media and entertainment, health sciences, information and communication technology, manufacturing and product development, public service, and transportation (auto and aviation). A copy of the course catalog for the CEC has been uploaded to the school's website.

In preparation for work, Triton Academy has the assistance of a part-time Workability Coach. The coach interviews students, finds their areas of strengths and interests, and places them in meaningful positions within the community during the school day. Students are often paid for their work. Jobsites have included retail stores at the local outlet mall, the bowling alley, hotels, and restaurants. Triton Academy also offers a Career Exploration class for all high school students. The course focuses on finding school programs that match their personal interests and helping them understand everyday lifestyle needs such as personal finance, family planning, and identifying their career interests. Students in the Career Exploration class also lead the Student Store, open weekly to all students campus wide. This activity includes purchasing, pricing, stocking, promoting, and selling merchandise. The Triton Store gives students an opportunity to interact with others, practice money skills, and experience hands-on life skills.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are our partners in their child's educational journey. We encourage attendance at all meetings and events pertaining to their child including IEP meetings, phone, and school conferences, and home visits. We collaborate as a team to develop effective strategies for home and school. We also encourage participation through our Triton Academy Parent Association, at school events such as dances, picture day, Thanksgiving feast, annual jog-a-thon, talent show and other schoolwide events. For more information on how to become involved, please contact the school at (805) 437-1540.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	0	--	21.9	26.6	21.8	9.4	7.8	8.2
Graduation Rate	--	27.3	--	18	24.7	24.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0	0	0.00
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	88	85	39	45.9
Female	10	9	5	55.6
Male	78	76	34	44.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	42	41	21	51.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	37	35	17	48.6
English Learners	3	2	0	0.0
Foster Youth	1	1	1	100.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	33	31	14	45.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	88	85	39	45.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.27	0.00	0.20	1.61	1.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The School Safety Committee and school administration review Triton Academy's plan yearly. Providing a safe, secure, learning and work environment for our students and staff is a very high priority at Triton Academy. The key sections of the School Safety Plan are the following: Board Policy, School Profile, Safety Plan, Timelines, Disaster Plan, Rules and Consequences, Bullying, Sexual Harassment Policy, Behavior Modifications, Enrollment, and Annual Parent Notification.

We believe all our students have the inherent right to be safe. School staff members are conscientious and make daily joint efforts to provide a safe, secure, and appealing atmosphere for students at the site. Safety drills are performed regularly.

The School Safety Plan is reviewed, updated, and discussed with the school faculty yearly; the current review occurred in November 2023.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	2		
Other	6	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	2		
Other	4	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	1	1	0	0
6	3	1	0	0
Other	6	2	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8		
Mathematics	9	3		
Science	8	2		
Social Science	9	2		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	9		
Mathematics	6	3		
Science	6	3		
Social Science	6	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	12	0	0
Mathematics	7	5	0	0
Science	7	4	0	0
Social Science	7	6	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	78,580.88	78,530.08	50.80	85,191.57
District	N/A	N/A	66,990.72	
Percent Difference - School Site and District	N/A	N/A	-199.7	-9.3
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	-197.3	-2.1

Fiscal Year 2022-23 Types of Services Funded

Triton Academy offers specialized services such as occupational and speech therapy, counseling, behavioral supports, and individualized instruction. All services are in collaboration with partnering agencies and districts. Services are offered throughout the Triton Academy school day on site. Services are provided through the general fund and the Ventura County Special Education Local Plan Area (SELPA).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered
Where there are student course enrollments of at least one student.	0

Professional Development

A professional-development plan aligned with the Elementary and Secondary Education Act (ESEA) and in support of the priorities in the VCOE Local Education Agency (LEA) Plan and Local Control and Accountability Plan (LCAP) has been developed by the Special Education Department, which ensures that each learning opportunity for department personnel contain the following elements:

- Is an integral part of a broad school wide and department wide educational involvement plan

Professional Development

- Is of high quality and of sustained, intensive and classroom-focused nature so as to have a positive and lasting impact on classroom instruction and teacher performance in the classroom

- Is aligned and directly related to California state standards

- Is regularly and systematically evaluated for impact on increased teacher effectiveness and improved student achievement

All VCOE Special Education Department staff members participate in 12 days of training scheduled on minimum school days. The staff participate in trainings on the use of adopted and supplemental curriculum with a focus on English language arts, social studies, science, mathematics, and health for the mild/moderate student and standard-based curriculum for the extensive support needs population; increasing access to the California standards for students with disabilities and English learners; instructional assessment; increasing access to standards-based instruction for students with social and behavioral challenges; instructional interventions to address California standards for students on the autism spectrum; instructional and behavioral interventions for students who qualify under both autism and emotional disturbance; applying California standards to functional life skills for students transitioning from the classroom to community-based settings; use of technology in the classroom for instruction; behavior and social interventions; CPR; first aid; Restorative Justice; Nonviolent Crisis Intervention (NCPI) strategies; Trauma Informed Care and Suicide Prevention and School Safety/Active Shooter training. A special emphasis has been made to bring staff together in "grade-alike" groupings to share ideas, lesson plans, materials, and strategies related to the use of recent curriculum purchases and the implementation of formative assessments, standards-based report cards, and an electronic data system in the evaluation of student learning. Staff are provided on-going training in use of technology including Securly, Zoom, Google Classroom, G Suite and strategies to engage students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12