

# Island Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Island Elementary School
<b>Street</b>	7799 21st Avenue
<b>City, State, Zip</b>	Lemoore, CA 93245
<b>Phone Number</b>	(559) 924-6424
<b>Principal</b>	Charlotte Hines
<b>Email Address</b>	charlottehines@island.k12.ca.us
<b>School Website</b>	www.island.k12.ca.us
<b>County-District-School (CDS) Code</b>	16-63875-0000000

## 2022-23 District Contact Information

<b>District Name</b>	Island Union Elementary School District
<b>Phone Number</b>	(559) 924-6424
<b>Superintendent</b>	Charlotte Hines
<b>Email Address</b>	charlottehines@island.k12.ca.us
<b>District Website Address</b>	www.island.k12.ca.us

## 2022-23 School Overview

Island School is proud of its history and tradition of being an outstanding school. The staff is dedicated to providing all students with instruction that is challenging and meets the State Standards as well as the Next Generation Science Standards. Our motto "Strive for Excellence" is emphasized in our academic programs as well as our character education program, Character Counts! We are committed to providing a safe school with a positive learning environment for all of our students. We have precautions and protocols in place to keep our staff and students safe and healthy. We have added additional social and emotional support for our students and staff by making available one of each of these amazing people: a school psychologist, behavior aide, and licensed family and marriage therapist available on campus at least once a week. We appreciate the support of our parents and community. We were honored with being named a California Gold Ribbon School June 2016 and California Distinguished School June 2014. Vision Statement: The Island Union Elementary School District is dedicated to providing a positive and equitable learning environment, and a quality educational program that will develop the full academic and social potential of all students, help prepare them to be successful in high school, and be good citizens. To achieve this mission we strive to follow these goals. 1. The District will create a safe and positive school climate, recognize individual differences, and encourage each student to reach his/her full potential. 2. The District will provide strong instructional programs which are revised in a timely manner to ensure continued student achievement based on the changing needs of students. 3. The District will develop and maintain strong school, parent, community, business, and interagency partnerships.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	40
Grade 2	45
Grade 3	42
Grade 4	46
Grade 5	50
Grade 6	42
Grade 7	53
Grade 8	42
Total Enrollment	405

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.7
White	61.5
English Learners	4.9
Foster Youth	0.0
Homeless	5.9
Migrant	1.0
Socioeconomically Disadvantaged	42.2
Students with Disabilities	6.7

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	88.89	16.00	88.89	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	11.11	2.00	11.11	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	100.00	18.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw Hill 2016	Yes	0%
<b>Mathematics</b>	Houghton Mifflin, Go Math! 2015	Yes	0%
<b>Science</b>	TWIG education TK - 5th grade 2021 Amplify Science 6th-8th grade copyright 2018, adopted 2021	Yes	0%
<b>History-Social Science</b>	My World CA, Savvas Learning Co., copyright 2019 k-5 adopted 2018 National Geographic 2018 6th-8th	Yes	0%

## School Facility Conditions and Planned Improvements

Island Elementary School provides a safe and clean environment for students, staff, and volunteers. The school facilities were built in 1958 and currently include the library, multipurpose room, staff lounge, twelve permanent classrooms, eleven portable classrooms, and three large playgrounds.

### Maintenance & Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication 100% of the school's restrooms were in good working order. We continue to replace filters on our four water fill stations to keep them clean. We replaced the flooring for the adult restroom on the east side, as well as the older kindergarten restrooms. We enlarged and improved the leach line and septic for the portable restroom system. We installed a new automatic sprinkler system for the entire east field. We installed a new automatic sprinkler system for the kindergarten yard as well as a shade structure for the cement area. We continue to work to keep the gophers and stickers to a minimum. The table displays the results of the most recent school facilities inspection.

### Cleaning Process:

The district governing board has adopted cleaning standards for the district. The principal works daily with the maintenance and custodial staff of three to ensure a clean and safe school.

**Year and month of the most recent FIT report**

June 24, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			We continue to try to keep gophers and stickers obsolete.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Gophers continue to cause unlevel grounds which must be monitored so that holes are filled in to keep the ground as level as possible and remain safe for

## School Facility Conditions and Planned Improvements

students to play and run on. As well as constant maintenance of the stickers that grow and become burdensome.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	68	N/A	68	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	53	N/A	53	N/A	33

## 2021-22 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
<b>All Students</b>	275	270	98.18	1.82	67.78
<b>Female</b>	164	163	99.39	0.61	66.87
<b>Male</b>	111	107	96.40	3.60	69.16
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	98	98	100.00	0.00	62.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	166	161	96.99	3.01	70.19
<b>English Learners</b>	13	13	100.00	0.00	15.38
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	13	11	84.62	15.38	36.36
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	107	102	95.33	4.67	59.80
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	25.00

## 2021-22 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
<b>All Students</b>	275	270	98.18	1.82	52.59
<b>Female</b>	164	163	99.39	0.61	49.69
<b>Male</b>	111	107	96.40	3.60	57.01
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	98	98	100.00	0.00	43.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	166	161	96.99	3.01	57.76
<b>English Learners</b>	13	13	100.00	0.00	7.69
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	13	11	84.62	15.38	36.36
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	107	102	95.33	4.67	42.16
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	18.75

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	37.5	42.86			28.5	29.47

## 2021-22 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
<b>All Students</b>	92	91	98.91	1.09	42.86
<b>Female</b>	59	59	100	0	37.29
<b>Male</b>	33	32	96.97	3.03	53.13
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	34	34	100	0	38.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	53	52	98.11	1.89	44.23
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	30.95
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100%	98%	98%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	NA	NA	NA	NA	NA

## 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.

#### 2022-23 Opportunities for Parental Involvement

The School Board encourages parents to become an active partner in their child's education. We are excited to have our parents back on campus now that the COVID -19 requirements and mandates are no longer. The parents of Island Elementary School students support the school in the following ways:

- Volunteering in classrooms (once cleared by a background check and TB clearance)
- Serving on the School Site Council (SSC)
- Serving on the Migrant Advisory Council, English Advisory Committee (ELAC)/District English Advisory Committee (DELAC)
- Chaperoning for study trips
- Participating in the Title 1 meeting and responding to the Title 1 survey
- Participating in the Local Control Accountability Plan meetings
- Join and participate in the Boosters' Club-Parent clubs are organized for the purpose of assisting and promoting activities for the educational, social and physical welfare of pupils in the school district.
- Monitoring the playground
- Participate in the many activities provided by the school: Annual Variety Show, monthly mileage club, Grandparent Event, Awards Assemblies, Winter Program, Back to School Night, Open House (spring), and parent conferences.

Parents stay informed on upcoming events and school activities through our district website: [www.island.k12.ca.us](http://www.island.k12.ca.us), dojo, flyers, letters, school newsletters, teacher newsletters, School Messenger(automated telephone message delivery system), and Aeries (online student information system). Teachers utilize: Remind app and Dojo, as well. Contact the school office at (559) 924-6424 for more information on how to become involved in your child's learning environment.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	423	81	19.1
Female	223	222	43	19.4
Male	202	201	38	18.9
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	146	144	35	24.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	4	21.1
White	257	257	40	15.6
English Learners	28	28	7	25.0
Foster Youth	1	1	0	0.0
Homeless	24	24	7	29.2
Socioeconomically Disadvantaged	186	184	53	28.8
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	31	31	7	22.6

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.72	2.35	0.72	2.35	0.20	3.17
Expulsions	0.24	0.24	0.24	0.24	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.35	0.24
Female	1.35	0.00
Male	3.47	0.50
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.33	0.39
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	12.50	4.17
Socioeconomically Disadvantaged	2.69	0.54
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

The safety of students and staff is a primary concern at Island Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Additionally we have our COVID -19 Prevention Plan and our Safe Schools CDPH checklist located on our website. The principal and the School Safety Committee update the School Site Safety Plan each year in February and then share any changes with the entire staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are conducted each month, lockdown drills and earthquake drills each semester.

Student supervision is provided by classified staff before school, during recess, and after school. Yard supervisors monitor students during the lunch period. All visitors are required to adhere to the following rules:

- Must show a valid ID to be scanned in our Raptor system - receive a sticker
- Sign in at the office
- Do not go directly to a classroom
- Obtain a visitor's badge
- Wait for office personnel to direct you to the class
- Do not confront a teacher or interrupt a lesson

Volunteers must:

- \* live scan clearance
- \* TB test clearance

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	12	3	1	
1	21	1	1	
2	22		2	
3	25		2	
4	20	2		
5	26		2	
6	21	1	1	

## 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
K	17	2	1	
1	21	1	1	
2	21	1	1	
3	22		2	
4	24		2	
5	19	2		
6	26		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
K	15	2	1	
1	20	1	1	
2	23		2	
3	21	1	1	
4	23		2	
5	25		2	
6	21		2	

## 2021-22 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

## 2021-22 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$10,693.81	\$2,021.25	\$8,672.56,	\$72,143
District	N/A	N/A	\$8,672.56	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	27.2	-2.6

## 2021-22 Types of Services Funded

Island School utilizes funding to support the variety of needs of our students. Some of the services include instructional aide support for students, and programs like: Orton Gillingham, Step Up to Writing, Write Bright, Kagan student engagement strategies, online support such as: IXL, Sum Dog (ELA & Math), Accelerated Reader, Moby Max (ELA and Math), and Math in a Flash, Illuminate assessment and data. All of which support our teaching and learning within each classroom. Additionally we purchased 1:1 chrome books for 3rd-8th grade students and 1:1 ipads TK-2nd grade. We implement a schoolwide intervention block four days a week to meet the targeted specific needs of students. We had tutoring after school in October to give extra support to students to "catch them up". We have our Success Center using EBLI with 4th - 8th grade intervention during and after school for students struggling in literacy.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>		\$46,844
<b>Mid-Range Teacher Salary</b>		\$73,398
<b>Highest Teacher Salary</b>		\$93,345
<b>Average Principal Salary (Elementary)</b>		\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		\$136,296
<b>Percent of Budget for Teacher Salaries</b>	34%	30%
<b>Percent of Budget for Administrative Salaries</b>	9%	6%

## Professional Development

Island Elementary School District believes that Staff Development is a critical component in the academic achievement of, and in meeting the many needs of students. In order to maximize student learning, staff members must be continuously learning and improving their skills. Staff Development addresses the individual needs of teachers as well as school and district concerns. Each school year various opportunities for staff development were offered during all day pre-service training days, inservice trainings, release time from class for instructional planning/training, after school trainings, during our early release professional learning community afternoons by which professional development was delivered. Topics for staff development included:

- Professional Learning Communities – Why are they important? How to make the most of your time spent together to build a stronger community.
- Professional Learning Community (PLC) training utilizing student data to drive instruction. Creating living documents to store out curriculum planning.
- ELA professional development with our new curriculum.
- ThinkSRSD writing curriculum training.
- Orton Gillingham training for new k-3rd grade teachers and instructional aides.
- Online learning: Zoom, Google Meets, Showbie

\*Kagan Strategy training - training teachers and instructional aides in engaging students, and assisting them in a variety of cooperative learning structures to assist students in understanding and learning the content

- New Social Studies curriculum training with the publisher of each grade level.

\* Illuminate training to help support the needs of the teachers to ensure maximum utilization of what Illuminate offers.

- New State Standards-based curriculum and instruction in English Language Arts
- New State Standards-based curriculum and instruction in Mathematics
- Strategies for teaching English Language Learners
- Integration of technology into the classroom
- Orton Gillingham review
- Google Classroom training
- Next Generation Science Standards introduction

\* Positive Discipline training for teachers and instructional aides.

\* Social and Emotional support training for teachers and instructional aides to support student needs.

In addition to the ongoing professional development opportunities offered, the District participates in the New Teacher New Teacher Induction Program which is designed to improve the education of students and increase the classroom teachers' efficacy and capacity in delivering standards-based instruction.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5