

# Island Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

#### **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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	charlottelines@island.k12.ca.us
<b>Web Site</b>	www.islandcardinals.com
<b>Grades Served</b>	K-8
<b>CDS Code</b>	16-63933-6010466

<b>District Contact Information</b>	
<b>District Name</b>	Island Union Elementary School District
<b>Phone Number</b>	(559) 924-6424
<b>Superintendent</b>	Charlotte Hines
<b>E-mail Address</b>	charlottehines@island.k12.ca.us
<b>Web Site</b>	www.islandcardinals.com

### School Description and Mission Statement (Most Recent Year)

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 Common Core State Standards as well as the California State 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 your children a safe school with a positive learning environment. We appreciate the support of our parents and community. We were honored with being named a California Distinguished School June 2014. Mission Statement: The Island Union Elementary School District is dedicated to providing a positive learning environment and a quality educational program that will develop the inherent capabilities of all students, help prepare them to be successful in high school, and be good citizens.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	44
Grade 1	43
Grade 2	44
Grade 3	45
Grade 4	58
Grade 5	29
Grade 6	51
Grade 7	29
Grade 8	30
<b>Total Enrollment</b>	<b>373</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.3
Hispanic or Latino	41.8
White	53.6
Two or More Races	4.3
Socioeconomically Disadvantaged	35.7
English Learners	8.6
Students with Disabilities	7.8
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	16	16	16
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2002 Glencoe 2002	Yes	0%
Mathematics	Houghton Mifflin, 2014 Go Math!	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	MacMillan/McGraw Hill 2009 Glencoe 2009	Yes	0%
History-Social Science	Houghton Mifflin 2009 Glencoe 2009	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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, nine permanent classrooms, seven portable classrooms, and a large playground.

#### 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 increased our parking area to include more spaces for staff, parents, and visitors. We upgraded our cafeteria with a new oven and dishwasher as well as adding shelving and replacing counter space for better usage of area and work space. We removed dead trees from the south front of the school. We added fresh chip to each of the play yard equipment areas.

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.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 21, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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 have hired Orkin to assist us with the continued gopher problem.
<b>Electrical:</b> Electrical	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			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 21, 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	46	44
Mathematics	44	44	33

Note: 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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	45	44	97.8	25	32	18	25
	4	61	60	98.4	38	25	18	18
	5	30	30	100.0	37	17	33	13
	6	51	51	100.0	12	31	45	12
	7	30	29	96.7	21	38	34	7
	8	31	31	100.0	26	19	29	26
Male	3		20	44.4	20	35	25	20
	4		34	55.7	47	26	15	12
	5		14	46.7	36	14	29	21
	6		25	49.0	12	40	48	0
	7		10	33.3	--	--	--	--
	8		13	41.9	31	23	31	15
Female	3		24	53.3	29	29	13	29
	4		26	42.6	27	23	23	27
	5		16	53.3	38	19	38	6
	6		26	51.0	12	23	42	23
	7		19	63.3	5	42	42	11
	8		18	58.1	22	17	28	33

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	1.6	--	--	--	--
	8		1	3.2	--	--	--	--
Hispanic or Latino	3		16	35.6	50	19	19	13
	4		29	47.5	48	31	7	14
	5		15	50.0	53	7	27	13
	6		18	35.3	17	28	56	0
	7		14	46.7	21	29	36	14
	8		13	41.9	46	8	23	23
White	3		27	60.0	11	37	19	33
	4		27	44.3	26	22	30	22
	5		14	46.7	21	29	36	14
	6		30	58.8	7	37	37	20
	7		13	43.3	23	46	31	0
	8		16	51.6	6	31	38	25
Two or More Races	3		1	2.2	--	--	--	--
	4		3	4.9	--	--	--	--
	5		1	3.3	--	--	--	--
	6		3	5.9	--	--	--	--
	7		2	6.7	--	--	--	--
	8		1	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		16	35.6	44	25	13	19
	4		28	45.9	64	14	7	14
	5		10	33.3	--	--	--	--
	6		16	31.4	31	44	25	0
	7		10	33.3	--	--	--	--
	8		14	45.2	57	14	14	14
English Learners	3		2	4.4	--	--	--	--
	4		8	13.1	--	--	--	--
	5		2	6.7	--	--	--	--
	6		4	7.8	--	--	--	--
	7		3	10.0	--	--	--	--
	8		4	12.9	--	--	--	--
Students with Disabilities	3		7	15.6	--	--	--	--
	4		7	11.5	--	--	--	--
	5		2	6.7	--	--	--	--
	6		7	13.7	--	--	--	--
	7		5	16.7	--	--	--	--
	8		4	12.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		1	2.2	--	--	--	--
	4		4	6.6	--	--	--	--
	5		2	6.7	--	--	--	--
	8		1	3.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	45	44	97.8	25	27	32	16
	4	61	60	98.4	17	40	25	18
	5	30	30	100.0	37	40	20	3
	6	51	51	100.0	12	35	35	18
	7	30	29	96.7	31	21	31	17
	8	31	31	100.0	32	26	29	13
Male	3		20	44.4	20	25	50	5
	4		34	55.7	18	41	29	12
	5		14	46.7	29	36	36	0
	6		25	49.0	12	40	36	12
	7		10	33.3	--	--	--	--
	8		13	41.9	38	15	38	8
Female	3		24	53.3	29	29	17	25
	4		26	42.6	15	38	19	27
	5		16	53.3	44	44	6	6
	6		26	51.0	12	31	35	23
	7		19	63.3	16	21	42	21
	8		18	58.1	28	33	22	17
Black or African American	4		1	1.6	--	--	--	--
	8		1	3.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		16	35.6	44	31	13	13
	4		29	47.5	31	48	14	7
	5		15	50.0	40	33	27	0
	6		18	35.3	17	44	33	6
	7		14	46.7	29	29	21	21
	8		13	41.9	46	23	23	8
White	3		27	60.0	15	22	44	19
	4		27	44.3	0	33	37	30
	5		14	46.7	36	50	7	7
	6		30	58.8	7	33	33	27
	7		13	43.3	38	8	38	15
	8		16	51.6	19	31	38	13
Two or More Races	3		1	2.2	--	--	--	--
	4		3	4.9	--	--	--	--
	5		1	3.3	--	--	--	--
	6		3	5.9	--	--	--	--
	7		2	6.7	--	--	--	--
	8		1	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		16	35.6	31	38	19	13
	4		28	45.9	32	43	14	11
	5		10	33.3	--	--	--	--
	6		16	31.4	25	50	19	6
	7		10	33.3	--	--	--	--
	8		14	45.2	64	21	7	7
English Learners	3		2	4.4	--	--	--	--
	4		8	13.1	--	--	--	--
	5		2	6.7	--	--	--	--
	6		4	7.8	--	--	--	--
	7		3	10.0	--	--	--	--
	8		4	12.9	--	--	--	--
Students with Disabilities	3		7	15.6	--	--	--	--
	4		7	11.5	--	--	--	--
	5		2	6.7	--	--	--	--
	6		7	13.7	--	--	--	--
	7		5	16.7	--	--	--	--
	8		4	12.9	--	--	--	--
Students Receiving Migrant Education Services	3		1	2.2	--	--	--	--
	4		4	6.6	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	6.7	--	--	--	--
	8		1	3.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	67	64	76	67	64	76	59	60	56

Note: Scores are not shown 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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	76
Male	85
Female	68
Black or African American	--
Hispanic or Latino	71
White	83
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

The School Board encourages parents to become an active partner in their child's education. The parents of Island Elementary School students support the school in the following ways:

- Volunteering in the classroom
- 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
- Assisting with Booster Club Activities
- Participating in the Title 1 meeting and responding to the Title 1 survey
- Participating in the Local Control Accountability Plan meetings
- Join 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

Parents stay informed on upcoming events and school activities through our district website: [www.islandcardinals.com](http://www.islandcardinals.com), flyers, letters, school newsletters, teacher newsletters, Phonevite (automated telephone message delivery system), and Gradelink (online student information system). Contact the school office at (559) 924-6424 for more information on how to become involved in your child's learning environment.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.59	1.93	0.77	0.59	1.93	0.77	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

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. The principal and the School Safety Committee update the School Site Safety Plan each year 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 and after school and during recess. Yard supervisors monitor students during the lunch period. All visitors are required to adhere to the following rules:

- 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

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	2	1		14	2	1		15	3		
1	21	1	1		22		2		22		2	
2	23		2		21		2		22		2	
3	28		1		26		2		23		2	
4	21	1	1		30		1		29		2	
5	25		1		24		2		29		1	
6	27		1		26		1		26		2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.7	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1	N/A
Other	0.5	N/A

Note: Cells with N/A values do not require data. 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,080	\$1,152	\$5,928	\$58,691
District	N/A	N/A	\$5,928	\$58,691
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	10.8	-0.8

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

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, Kate Kinsella's Academic Vocabulary, Step Up to Writing, Write Brite, online support such as: Sum Dog (ELA & Math), Accelerated Reader, Math in a Flash, School City assessment and data, and On Point mimio boards and rapid responders. All of which support our teaching and learning within each classroom. Additionally we purchased 1:1 chrome books for 6th-8th grade students. Our migrant students had tutoring after school for 6 weeks. We had a once week English immersion two weeks before school began for the k-3rd grade students that have only Spanish spoken at home to assist them in the transition to hearing only English at school, with transportation. We used Imagine Learning, the online reading intervention web based site, as an intervention for kindergarten through 6th grade readers.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	37,524.52	\$39,948
Mid-Range Teacher Salary	59,661.49	\$57,401
Highest Teacher Salary	83,625	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	106,000	\$112,657
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	9%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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Island Elementary School District believes that Staff Development is a critical component in the academic achievement, 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. During the 2014-2015 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:

- Kagan Strategy training - training teachers in engaging students, and assisting them in a variety of cooperative learning structures to assist students in understanding and learning the content
- Go Math! Houghton Mifflin curriculum training
- Common Core State Standards-based curriculum and instruction in English Language Arts
- Common Core State Standards-based curriculum and instruction in Mathematics
- Strategies for teaching English Language Learners
- Integration of technology into the classroom
- Orton Gillham review
- Google Classroom training
- Next Generation Science Standards introduction

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