

Island Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, 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 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).

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 (School Year 2017-18)

School Contact Information	
School Name	Island Elementary School
Street	7799 21st Avenue
City, State, Zip	Lemoore, CA 93245
Phone Number	(559) 924-6424
Principal	Charlotte Hines
E-mail Address	charlottehines@island.k12.ca.us
Web Site	www.island.k12.ca.us
CDS Code	16-63933-6010466

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

School Description and Mission Statement (School Year 2017-18)

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 New 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 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. 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. 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	46
Grade 1	37
Grade 2	40
Grade 3	45
Grade 4	47
Grade 5	48
Grade 6	50
Grade 7	30
Grade 8	44
Total Enrollment	387

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0
White	55.6
Two or More Races	4.9
Socioeconomically Disadvantaged	38.8
English Learners	5.9
Students with Disabilities	7.8
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	17	18	18
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2016	Yes	0%
Mathematics	Houghton Mifflin, 2014 Go Math!	Yes	0%
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, ten 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 utilized the Prop 39 grant funds to replace the hvac units in all classroom buildings with high efficiency units and all indoor and outdoor lighting was replaced with LED high efficiency lighting. We removed the ten dead trees along the east perimeter. We trimmed the large trees. We repainted the parking area to specify parking spots and the two lane drive thru area. We repainted some of the doors as needed. We added fresh chip to each of the play yard equipment areas. We will be adding two hvac units to the cafeteria kitchen to add cooling in the high heat temperature days. We added a student cold filtered water fountain and bottle filler inside the cafeteria. We will add a water fountain in the staff room. 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 7, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			We have hired Gopher Grabbers to assist us with the continued gopher problem.
Electrical: 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		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 students to play and run on. As well as constant maintenance of the stickers that grow and become burdensome.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 7, 2017				
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] System, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	61	53	61	48	48
Mathematics (grades 3-8 and 11)	45	51	45	51	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	276	99.28	60.51
Male	144	144	100	53.47
Female	134	132	98.51	68.18
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	109	100	52.29
White	156	154	98.72	66.88
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	112	111	99.11	45.95
English Learners	29	29	100	34.48
Students with Disabilities	25	25	100	4
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	275	99.28	51.27
Male	144	144	100	54.86
Female	133	131	98.5	47.33
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	109	100	39.45
White	155	153	98.71	61.44
Two or More Races	11	11	100	36.36
Socioeconomically Disadvantaged	111	110	99.1	39.09
English Learners	29	29	100	17.24
Students with Disabilities	25	25	100	8
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76	80	76	80	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	21.2	40.4
7	15.2	27.3	30.3

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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
- 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
- Participate in Booster Club activities

Parents stay informed on upcoming events and school activities through our district website: www.island.k12.ca.us, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.77	1.04	0.48	0.77	1.04	0.48	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

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 school, during recess, and after school. 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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	3			14	2	1		23		2	
1	22		2		18	2			19	2		
2	22		2		22		2		20	2		
3	23		2		23		2		23		2	
4	29		2		24		2		24		2	
5	29		1		27		2		24		2	
6	26		2		31		1		25		2	

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 2016-17)

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	0.8	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1	N/A
Other	0.03	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,836	\$1,013	\$7,822	\$63,139
District	N/A	N/A	\$7,822	\$63,139
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	19.0	1.9

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

Types of Services Funded (Fiscal Year 2016-17)

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 Brite, Kagan student engagement strategies, online support such as: Sum Dog (ELA & Math), Accelerated Reader, Moby Max (ELA and Math), and Math in a Flash, Illuminate 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 4th-8th grade students and 1:1 ipads TK-3rd grade. We had a one week English immersion the week 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 Write Brite an online writing intervention program, as an intervention for 5th- 8th grade students needing writing support as well as Science hands on learning for three weeks (four days a week) after school was out in the summer.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,566	\$42,598
Mid-Range Teacher Salary	\$62,821	\$62,232
Highest Teacher Salary	\$92,631	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$115,753	\$117,868
Percent of Budget for Teacher Salaries	34%	32%
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)

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.
- 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
- 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 Gillinham 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 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.