

*Island Union
Elementary
School
Districtwide
Community
Charter*



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Superintendent/
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Island Elementary School

2010-2011 School Accountability Report Card

Principal's Message

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 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.

District Vision/Mission Statement

Island Union Elementary School District is dedicated to providing a positive learning environment and a sound educational program that will develop the inherent capabilities of all students and help prepare them to become productive members of our diverse society.

District Goal Statements

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 instructional programs that are continuously reviewed and revised in a timely manner to meet the changing needs of all students.
3. The district will allocate resources in the most efficient way to meet student, staff and school needs, and to maintain the grounds and facilities.
4. The district will provide an effective staff development program that will enhance and stimulate the professional growth of all employees and school board members.
5. The district will develop strong school, parent, community, business, and inter-agency relations.
6. The district will continue to review, revise, expand, and implement technology in the curriculum and district administration.

Community & School Profile

Located in a rural area of northwest Kings County, Island Elementary School is the only school in the Island Union Elementary School District. The school was first founded in 1909, and represents the union with San Jose School in 1954. In May 2005, the California State Board of Education renewed the district's status as a district-wide charter. During the 2010-11 school year, 304 students were enrolled in grades kindergarten through eight. Student demographics are illustrated in the table.

The Island Elementary School staff is composed of one Superintendent/Principal, 13 teachers, including a Resource Specialist, and eleven teacher's aides. Support staff includes a secretary, a business manager, two custodians, and two food service personnel.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American/Black	1.3%
American Indian	-
Asian	-
Filipino	0.7%
Hispanic or Latino	43.4%
Pacific Islander	0.3%
White	50.7%
Two or More	3.6%
None Reported	-

Discipline & Climate for Learning

Island Elementary believes that proper learning cannot occur without a safe, disciplined, and positive environment. To achieve these conditions, expectations for student behavior, absences, tardiness, and dress have been established. Student dress code and consequences for inappropriate behavior are outlined in the Student/Parent Handbook, which is distributed to each family at the beginning of the school year.

A counseling approach is used for student discipline, to reinforce student responsibility and accountability for their actions. It is also designed to teach students non-violent methods to handle difficult social and personal conflicts. Consequences for infractions of school policy may include:

- Parent phone call
- Behavior contract
- Suspension
- Expulsion
- Student/parent/principal conference and detention

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	3	6	1	3	6	1
Suspension Rate	1.1%	2.2%	0.3%	1.1%	2.2%	0.3%
Expulsions	0	0	1	0	0	1
Expulsion Rate	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%

Student Recognition

Island Elementary School has classroom and school recognition programs that reward students for academic achievement, attendance, and good behavior. Island Elementary School believes that recognition of achievement is vital in encouraging hard work in academics and citizenship. The following methods are utilized to acknowledge positive behavior and academic achievement: courtesy cards, classroom rewards, good citizen awards, attendance awards, praise and stickers for good work, positive notes to take home, report cards and academic recognition, and special privileges each trimester and the end of the year.

Each trimester, Honor Roll awards are given to students in grades five through eight who have achieved a 3.0 Grade Point Average (GPA) without any "F's." In addition, students must also maintain at least a "B" in citizenship and have an attendance rate of 94%. Honor Roll guidelines are as follows:

- Principal's List: 4.0 GPA
- "A" Honor Roll: 3.6-3.99 GPA
- "B" Honor Roll: 3.0-3.59 GPA

Students may also receive an Academic Improvement Award for raising their GPA by 0.5.

Extracurricular Activities

Island Elementary offers a variety of sports and extracurricular activities. It is believed that the experiences gained through participation in these activities provide students with long-lasting lessons in teamwork, responsibility and fair play. However, these activities cannot come at the expense of academic focus. For this reason, all students in grades seven and eight who wish to participate in extracurricular activities must maintain a 2.0 grade point average (GPA). Island Elementary offers the following athletic programs:

- Football
- Volleyball
- Basketball
- Track and Field

In addition to athletic programs, Island Elementary offers students the following extracurricular opportunities:

- Dances
- School Parties
- Recreational Trips

Homework

Island Elementary School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline.

Homework is assigned on a regular basis for all grade levels and major subject areas. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	36	32	24	-	-	-	-	1	2	1	-	-
1	14	20	15	2	2	2	-	-	-	-	-	-
2	14	20	20	2	2	2	-	-	-	-	-	-
3	33	27	27	-	-	-	-	1	1	1	-	-
4	27	33	28	-	-	-	1	-	1	-	1	-
5	30	30	32	-	-	-	1	1	1	-	-	-
6	31	26	31	-	-	-	1	1	1	-	-	-
7	-	38	29	-	-	-	-	-	1	-	1	-
8	-	28	39	-	-	-	-	1	-	-	-	1

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Island Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. An Independent Study program is available to students who will be absent for five or more days. To be eligible, students must have approval from the district prior to their absence.

Student absences may be excused for the following reasons:

- Illness or serious injury
- Quarantine by county health officer
- Medical or dental appointments
- Attendance of funeral service for member of the immediate family
- Absence for participation in a religious instructions or observation of a holiday

In the event of habitual truancy, students may be referred to Kings County School Attendance Review Board (SARB), which is composed of parents, representatives from the school district and members of the community. The SARB is utilized if students have persistent attendance and/or behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the enrollment trend for the past three years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	36	32	48
1st	28	36	30
2nd	28	24	39
3rd	33	27	28
4th	27	33	28
5th	30	30	32
6th	31	26	31
7th	28	38	29
8th	36	28	39

Counseling & Support Staff

It is the goal of Island Elementary School to assist students in their social and personal development as well as academics. The county provides qualified personnel to provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table displays the support services staff offered to students who attend Island Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aide	1	1.0
Nurse	1	0.1
Paraprofessional Aides	7	5.0
Psychologist	1	0.2
Resource Specialist Program Teacher	1	1.0
RSP Success For All Aide	1	1.0
Speech and Language Specialist	1	0.2

Support services include a school nurse and psychologist, which are provided by the Kings County Office of Education. The nurse administers vision and hearing tests and other screenings as required by state law. A psychologist assists teachers in determining the learning potential and specific educational needs of students.

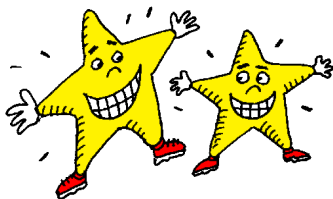
Students with special educational needs are served through the Resource Specialist Program (RSP). Services are provided to meet the individual needs of each student as identified through the Individual Educational Plan (IEP) process. Title I Bilingual and Migrant Education programs provide additional support to students who qualify for services.

Students may participate in the after-school tutoring programs run by credentialed teachers who assist students with remedial instruction in language arts and math.

Parent & Community Involvement

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
- Monitoring the playground
- Serving on the Migrant Advisory Council
- Chaperoning for field trips
- Assisting with Booster Club Activities
- Serving on the School Site Council



School Leadership

Primary leadership at Island Elementary School is assumed by Charlotte Hines.

Leadership at Island Elementary School is a responsibility shared among the Board of Trustees, the Superintendent/Principal, Business Manager, instructional staff, students, and parents. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Specific leadership teams at Island Elementary School include:

School Site Council – Responsible for developing the School Improvement Plan. The council consists of ten members: the Superintendent/Principal, three teachers, one classified employee and five parents.

Migrant Advisory Council - Members include parents and migrant students.

English Learner Advisory Council (ELAC) - Represented by the School Site Council.

Training & Curriculum Development

All curriculum development at Island Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The core curriculum for the Island Union Elementary School District was developed through collaboration with teachers, administrators, parents, and support personnel. The school's curriculum standards are updated regularly to align with the state frameworks, district goals, and the current needs of the school community.

Island Elementary School uses Title I funds to purchase instructional materials to increase the ability to better serve students needs.

To ensure that all students have equal access to the core curriculum, the district continually monitors the educational programs and makes modifications as needed.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the school year. Island Elementary School offered three staff development days annually for the past three years.

Teachers who need additional support are able to participate in the Beginning Teacher Support and Assessment (BTSA) Program.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer, may contact the Island Elementary at 559-924-6424.

Data Sources

"Data within the SARC was provided by Island School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools."

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Island Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Additional site assessments for Island Elementary School include English Language Learners Assessment, Title I and Special Education assessments, and numerous assessments tied to the curriculum.

California Standards Test

"The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	58	66	63	58	66	63	50	52	54
Mathematics	57	66	60	57	66	60	46	48	50
Science	56	61	72	56	61	72	50	53	56
History/Social Science	42	50	46	42	50	46	41	44	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	63	60	72	46
School	63	60	72	46
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	55	55	66	33
Pacific Islander	*	*	*	*
White	71	67	76	54
Males	61	61	82	68
Females	65	60	65	22
Socioeconomically Disadvantaged	49	49	67	23
English Learners	49	42	56	*
Students with Disabilities	42	18	*	*
Migrant Education	62	52	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Island Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. During the 2009-10 school year, 25% of fifth and 16.2% seventh grade students at Island Union Elementary School met or exceeded state fitness standards. Scores for the 2010-11 school year were not released at the time of publication.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	6	7	7
Similar Schools	2	8	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	37	12	-8
Hispanic or Latino			
Actual API Change	73	38	19
White			
Actual API Change	31	9	-26
Socioeconomically Disadvantaged			
Actual API Change	30	7	20

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	207	820	208	820	4,683,676	778
Hispanic or Latino	85	799	85	799	2,406,749	729
White	114	840	115	840	1,258,831	845
Socioeconomically Disadvantaged	66	772	66	772	2,731,843	726
English Learners	39	763	39	763	1,521,844	707
Students with Disabilities	19	632	20	638	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Kings County, which contain numerous computer workstations. For more information of hours and locations, please visit <http://www.kingscountylibrary.org/>.

Library & Computer Resources

Island's library is stocked with over 13,000 books that are available for student use. The library also contains magazines, encyclopedias, globes, and a large collection of video and audiotapes for classroom use that tie into curricular areas of study. A full-time library aide staffs the library and assists students with their book selections. Computer resources within the library are connected to the Internet so students are able to access resources and information online to improve their research skills.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule on various software including KidPix and keyboarding. All classrooms are equipped with at least two computers with Internet access. All classes spend time in the 38 station computer lab each week. A network technician is available as needed.

Instructional Materials

Island Union Elementary School went through an evaluation in September 2010 and has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

A committee consisting of administration and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials currently used (as of November 2011) at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
6th-8th	History/Social Studies	Glencoe	2009	Yes	0.0%	
K-5	History/Social Studies	Houghton Mifflin	2009	Yes	0.0%	
7th-8th	Language Arts	Glencoe	2002	Yes	0.0%	
K-6	Language Arts	Houghton Mifflin	2002	Yes	0.0%	
6th-8th	Mathematics	Glencoe	2009	Yes	0.0%	
K-5	Mathematics	MacMillan/McGraw Hill	2009	Yes	0.0%	
7th-8th	Science	Glencoe	2009	Yes	0.0%	
K-6	Science	MacMillan/McGraw Hill	2009	Yes	0.0%	

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

Island Union Elementary School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	10	13	15	15
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

School Facilities & Safety

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, five portable classrooms, and a large playground.

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 July 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 and disaster drills are conducted at least once every school quarter.

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 the secretary to direct you to the class
- Do not confront a teacher or interrupt a lesson

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. The table displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 07/13/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

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

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state level (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,918
District	\$58,918
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,071
Percentage of Variation	3.23%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website (www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	-	\$38,744
Mid-Range Teachers	-	\$55,509
Highest Teachers	-	\$70,567
Elementary School Principals	-	\$92,338
Middle School Principals	-	\$96,427
High School Principals	-	\$94,401
Superintendent	-	\$109,381
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.4%	37.7%
Administrative Salaries	8.6%	6.9%

Expenditures & Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,276
From Restricted Sources	\$1,958
From Unrestricted Sources	\$5,318
District	
From Unrestricted Sources	\$5,318
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-2.51%

In addition to general fund state funding, Island Union Elementary School District received federal and state aid for the following categorical, special education, and support programs:

- Special Education Master Plan
- Federal, ECA/ESEA/IASA
- Home-to-School Transportation
- Peer Assistance and Review
- Instructional Materials
- School Based Coordinated Program (SBCP)