

# SARC 2013-14

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2014-15

### Island Elementary

Address: 7799 21st Ave. Lemoore, CA 93245-9673

Principal: Charlotte Hines, Superintendent/Principal

Phone: (559) 924-6424

Email: [charlottehines@island.k12.ca.us](mailto:charlottehines@island.k12.ca.us)

Web Site:

CDS Code: 16639336010466

### Island Union Elementary

Superintendent: Charlotte Hines

Phone: (559) 924-6424

Email: [charlottehines@island.k12.ca.us](mailto:charlottehines@island.k12.ca.us)

Web Site: [www.islandcardinals.com](http://www.islandcardinals.com)



## I DATA AND ACCESS

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Island Union Elementary  
 Phone Number: (559) 924-6424  
 Superintendent: Charlotte Hines  
 E-mail Address: [charlottehines@island.k12.ca.us](mailto:charlottehines@island.k12.ca.us)  
 Web Site: [www.islandcardinals.com](http://www.islandcardinals.com)

### School Contact Information Most Recent Year

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 Principal: Charlotte Hines, Superintendent/Principal  
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 Web Site:  
 County-District-School  
 (CDS) Code: 16639336010466

## 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 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	4
Kindergarten	43
Grade 1	43
Grade 2	42
Grade 3	52
Grade 4	30
Grade 5	47
Grade 6	26
Grade 7	30
Grade 8	35
Total Enrollment	352

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0.3%
Hispanic or Latino	43.4%
Native Hawaiian/Pacific Islander	0%
White	52.3%
Two or More Races	4%
Socioeconomically Disadvantaged	38.5%
English Learners	12.1%
Students with Disabilities	8.9%

## 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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	15	15		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin 2002/ Glencoe 2002	yes/ yes	0%
Mathematics	Houghton Mifflin, 2014 Go Math!	yes	0%
Science	MacMillan/McGraw Hill 2009/ Glencoe 2009	yes/ yes	0%
History-Social Science	Houghton Mifflin 2009/ Glencoe 2009	yes/ yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

### 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 continue to be working on our new well project, to be completed just after January 2015. This project is funded through a grant Prop 84. We resealed the parking lot and primary playground, as well as by the 8th grade and backdoor of the cafeteria to the service lane to prevent trip hazards. We added fresh chip to each of the play yard equipment areas. We replaced chipped tiles in the cafeteria flooring.

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 custodial staff of two to ensure a clean and safe school.

### School Facility Good Repair Status – Most Recent Year

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓ ✓	-	-

### Overall Facility Rate – Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## 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 and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	67%	67%	65%	67%	67%	65%	60%	59%	60%

NOTE: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced	Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65%	Hispanic or Latino	47%
All Students at the School	65%	Native Hawaiian or Pacific Islander	
Male	57%	White	78%
Female	70%	Two or More Races	
Black or African American		Socioeconomically Disadvantaged	47%
American Indian or Alaska Native		English Learners	
Asian		Students with Disabilities	
Filipino		Students Receiving Migrant Education Services	

NOTE: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10

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.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63%	64%	64%	63%	64%	64%	54%	56%	55%
Mathematics	60%	60%	61%	60%	60%	61%	49%	50%	50%
History-Social Science	46%	54%	58%	46%	54%	58%	48%	49%	49%

NOTE: STAR Program was last administered in 2012–13. 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.

## Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	7
Similar Schools	5	4	8

NOTE: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.



## Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-8	10	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	-13	20
Native Hawaiian or Pacific Islander			
White	-26	23	8
Two or More Races			
Socioeconomically Disadvantaged	20	-17	24
English Learners			
Students with Disabilities			

NOTE: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**STATE PRIORITY: OTHER PUPIL OUTCOME**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	23.9%	23.9%	32.6%
7	20.7%	17.2%	37.9%
9			

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 Parental Involvement State Priority (Priority 3):

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

### 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 field 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 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: [islandcardinals.com](http://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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.2	0.6	1.9	1.2	0.6	1.9	5.7	5.1	4.4
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

## 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 each semester, and earthquake drills quarterly.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

### Federal Intervention Program (School Year 2014-15)

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 NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.5	1	1	0	15	2	1		22		2	
1	16.7	3	0	0	21	1	1		22		2	
2	13.5	2	0	0	23		2		21		2	
3	20.5	2	0	0	28		1		26		2	
4	29	0	1	0	21	1	1		30		1	
5	27	0	1	0	25		1		24		2	
6	33	0	0	1	27		1		26		1	

Other

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

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

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+

English

Mathematics

Science

Social Science

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2013-14)

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 (non - teaching)	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,921	\$1,545	\$5,373	\$57,576
District	N/A	N/A	\$6,921	\$57,576
Percent Difference – School Site and District	N/A	N/A	-22.37%	0.00%
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	14.56%	-0.61%

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

### Types of Services Funded (Fiscal Year 2013-14)

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.

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,788	\$38,970
Mid-Range Teacher Salary	\$53,810	\$56,096
Highest Teacher Salary	\$81,985	\$71,434
Average Principal Salary (Elementary)		\$91,570
Average Principal Salary (Middle)		\$97,460
Average Principal Salary (High)		\$99,544
Superintendent Salary	\$103,081	\$107,071
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	11%	7%

NOTE: 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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 2013-2014 school year, various opportunities for staff development were offered during all day inservice trainings, after school trainings, during our early release professional learning community afternoons by which professional development was delivered. Topics for staff development included:

- 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 Gillinham review

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.