

This document was provided, as is, to the California Department of Education (CDE) by the **Island Union Elementary**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

Response from Island Union Elementary

**TO:** State Board of Education**FROM:** Kings County Office of Education
Andrea M. Perez, Director Foundational Services**DATE:** February 26, 2020**RE: Information Memo for Island Union School District**

- 1. Charter District CAASPP:** Our review of the spring 2019 results show the same positive comparisons as we have seen over the last few years. Island students scored higher than the county or state averages. In the area of ELA, 64.93% scored Met or Exceeded standards. This is an increase of 4.43% from last year. 54.86% of Island students scored Met/Exceeded for Math, which is an increase of 3.59%. The district also scored the highest in our county on CAST with 41.03% of its students scoring Met/Exceeds standards.
- 2. LCAP and Annual Update:** The 2019-20 Island Union board approved LCAP and Annual Update may be found at: <https://drive.google.com/file/d/1KgkB4iU3tYK3LoHo9fwP-yVCE6aBO7IU/view>
- 3. County Office Site Visit:** The charter oversight team visited Island on December 16, 2019.
- 4. County Summary of District's Fall Dashboard:** Island continues to demonstrate growth in the area of academics. Both ELA and Math were green. Students scored 28.2 points above standard in ELA, and 5.7 points above in Math. 57.9% of English Learners demonstrated growth on the ELPAC. Chronic absenteeism increased by 3%, which placed the district in the orange category. About 26 students were chronically absent. Suspensions were also orange, and increased by 1.3%. Kings County Office of Education continues to provide level 1 general support to the charter district.
- 5. County Office Acknowledgement:** Kings County Office of Education has no concerns, and has commendations for Island School. Island has a welcoming family atmosphere. Staff and students are friendly and engaging. Classrooms are active learning places. It is evident that small group instruction is a key component of the educational program. The district has continued its implementation of MTSS to improve student support systems. They are working with behavioral health to support the social and emotional needs of students and staff. Professional Learning Communities (PLC) implementation has continued to focus on the use of data to support diverse learning needs. Staff and students are actively involved in numerous community service projects throughout the school year. Our team is fortunate to work and learn from the district's staff and students.

Respectfully submitted,

*Andrea M. Perez*Andrea M. Perez
Director, Foundational Services
Kings County Office of Education
559-589-7078
andrea.perez@kingscoe.org

Response from Island Union Elementary

Total	63.89%	50.87%	42.83%	54.86%	39.73%	35.68%	41.03%	29.93%
--------------	--------	--------	--------	--------	--------	--------	--------	--------

Island School CAASPP 2014 - 2018 test results:

ELA 14/15 - 15/16 - 18/19

Math 14/15 - 15/16 - 18/19

Grade	14/15	15/16	16/17	17/18	18/19	Grade	14/15	15/16	16/17	17/18	18/19
3	43%	63%	84%	66.67%	65.12%	3	48%	59%	71%	56.82%	62.79%
4	36%	47%	67%	75.51%	72%	4	43%	41%	54%	65.31%	60%
5	46%	41%	40%	63.83%	80.85%	5	23%	39%	37%	51.06%	59.58%
6	57%	54%	51%	46.3%	57.44%	6	53%	33%	61%	38.88%	59.57%
7	41%	64%	57%	64%	52%	7	48%	47%	39%	52%	40%
8	55%	53%	66%	50%	56.86%	8	42%	54%	43%	46.88	49.02%
Total ave.	46%	53%	60%	61.37%	63.89%	Total ave.	42.8%	45%	50.83%	51.88%	54.86%

ISLAND ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Green

28.2 points above standard
Maintained 1.6 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
3	0	0
Green	Blue	

Mathematics

Green

5.7 points above standard
Increased 9.7 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0
Red	Orange	Yellow
2	0	0
Green	Blue	

English Learner Progress

57.9% making progress towards English language proficiency

Number of EL Students: 19

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

ELA

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red No Students	Orange No Students	Yellow No Students
Green Hispanic Socioeconomically Disadvantaged White	Blue No Students	No Performance Color African American English Learners Homeless Two or More Races Students with Disabilities

Explore Groups By Performance Level

Red 0 Orange 0 Yellow 0 **Green 3** Blue 0 No Performance Color 6

<p>Hispanic</p> <p>Student Group State</p> <p>Green</p> <p>11.1 points above standard Maintained 0 Points Number of Students: 107</p>	<p>Socioeconomically Disadvantaged</p> <p>Student Group State</p> <p>Green</p> <p>2.3 points below standard Increased 6.7 Points Number of Students: 110</p>	<p>White</p> <p>Student Group State</p> <p>Green</p> <p>36.4 points above standard Maintained -2.1 Points Number of Students: 162</p>
--	---	--

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

<p>Current English Learners</p> <p>No Data</p> <p>No Data</p> <p>Number of Students: 9</p>	<p>Reclassified English Learners</p> <p>9.5 points above standard</p> <p>Increased 15.5 Points</p> <p>Number of Students: 11</p>	<p>English Only</p> <p>34 points above standard</p> <p>Maintained 0.6 Points</p> <p>Number of Students: 247</p>
---	---	--

Math

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red No Students	Orange Socioeconomically Disadvantaged	Yellow No Students
Green Hispanic White	Blue No Students	No Performance Color African American English Learners Homeless Two or More Races Students with Disabilities

Explore Groups By Performance Level

Red 0 **Orange 1** Yellow 0 Green 2 Blue 0 No Performance Color 6

Socioeconomically Disadvantaged

Student Group State

Orange

28.1 points below standard
Maintained 2.8 Points
Number of Students: 110

English Learner Progress

All Students State

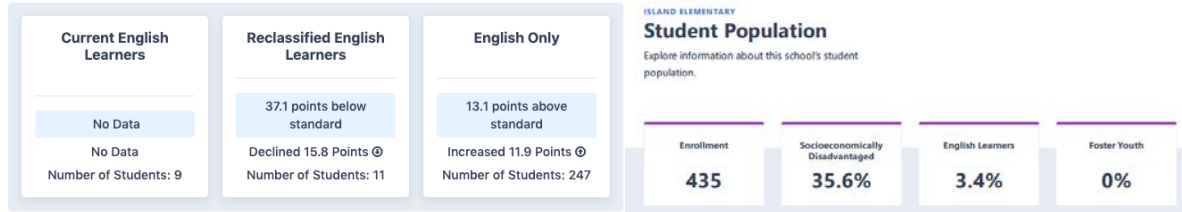
57.9% making progress towards English language proficiency

Number of EL Students: 19
Performance Level High

Response from Island Union Elementary

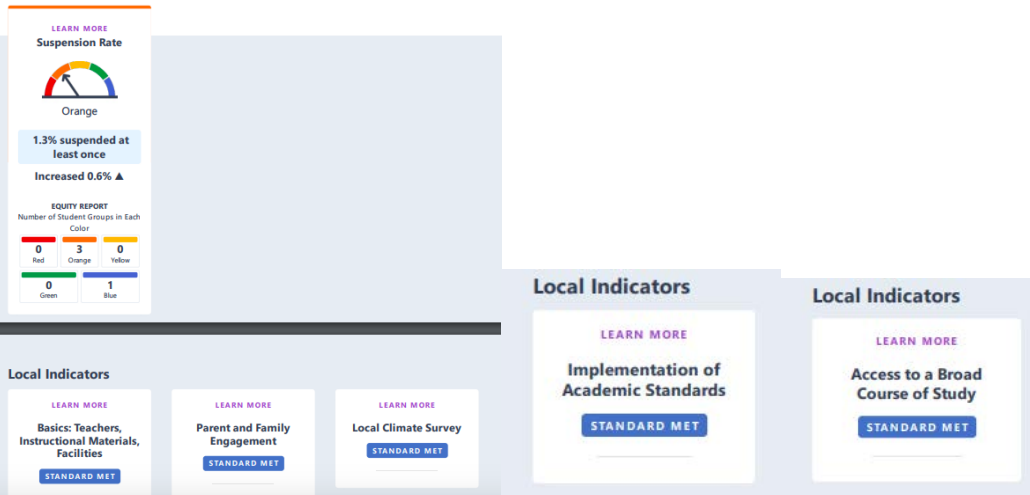
Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



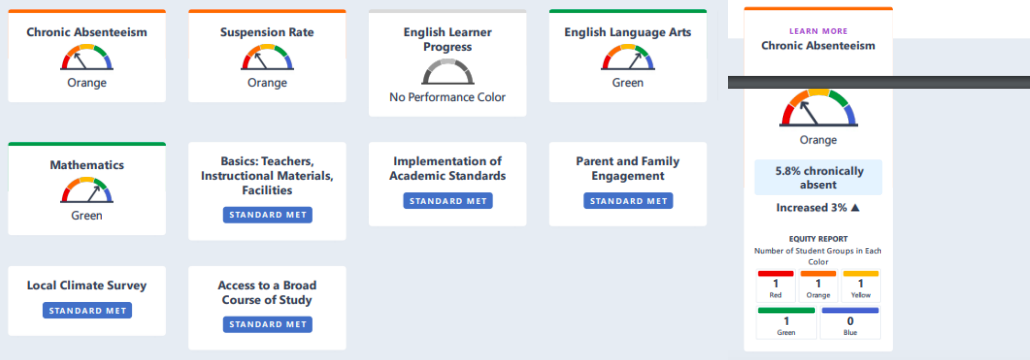
ISLAND ELEMENTARY Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



SCHOOL PERFORMANCE OVERVIEW Island Elementary

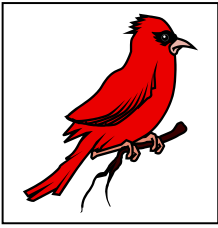
Explore the performance of Island Elementary under California's Accountability System.



ISLAND ELEMENTARY Academic Engagement

See information that shows how well schools are engaging students in their learning.

Response from Island Union Elementary



Island Union School District
7799 – 21st Avenue
Lemoore, CA 93245
Phone (559) 924-6424 – Fax (559) 924-0247

Academic Performance Update Additional Information:
Written Response Needed: (no more than 3 pages please)

1. A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

IUESD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. As a small rural school district, IUESD is well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic and mental health safeguards and services provided to students on a regular basis are important elements of IUESD's distance and in-person learning plans and allow students to maintain a network of support. In the area of curriculum, the staff has transitioned the core curriculum in English-Language Arts, Math, History-Social Science, Science, and Designated ELD to a web-based learning platform, thus making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs.

2. A description of how the charter district will ensure access to devices and connectivity for all pupils to support distance learning.

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, IUESD administrators and teachers immediately began assessing the home device and connectivity needs of students through parent contact. Ipads (TK - 2nd), Chrome book devices (3rd - 8thgr.) and hotspots were purchased and dispersed the IUESD students. Families were contacted to arrange safe-practice pick-up or delivery. Teachers were then, and continue to, remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed. Teachers have had parent grade level meetings to insure families were comfortable using the devices and programs. We have a schoolwide information system, Dojo, which allows parents to communicate immediately with their child's teacher. Through Go Guardian and Light Speed teachers are able to monitor exactly what their students are doing online in real time and provide immediate feedback. IUESD school students were already 1-to-1 devices. Additional devices have been purchased as needed to avoid delays in student learning when there are device malfunctions. IT is also readily available to assist students, parents, and staff when needed.

3. A description of how the charter district will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration of the charter district's demographics and grade levels served.

Response from Island Union Elementary

As a small rural school district, IUESD is uniquely equipped to support students with learning loss from COVID 19. We are able to connect easily with our students and have positive relationships with our students and families. When school started this year, we gave initial assessments in both ELA and math, as well as STAR reading which gives students their readability range as well as their independent reading level. This allowed the teachers to immediately utilize this data to target specific learning loss for each individual student and therefore, create lessons for the entire class, small groups, or individuals. The teachers created daily intervention groups to address each specific need, which equates to learning loss. They utilized their curriculum and their instructional expertise to create targeted lessons to address each students learning gaps in the areas of math, ELA, and ELD, which is particularly important in identifying learning loss and providing prescriptive intervention. Assessments will be given each trimester. STAR reading assessments will be used to assess students who are working below grade level. The district uses STAR data to assess English Learners for learning loss. English Learners are provided small group English Language Development(ELD) instruction 30 minutes per day. Teachers use local assessments on a weekly basis to guide intervention for EL students. IUESD has purchased multiple online libraries to allow access for books at each students independent level determined by the STAR reading assessment. These can be accessed on their devices at any time. The students take assessments after reading each book and the teachers monitor their progress, or lack their of to determine next best instructional supports. ELA Wonders TK - 5 and Study Sync 6th - 8th grades, quick check assessments, as well as end of unit summative assessments. Go Math/ConnectEd (mathematics) is assessed monthly using local assessments. Social emotional assessments are performed daily by teaching staff using daily check in for students. The ongoing assessments allow for teachers and instructional aides to support students' needs and learning gaps as they arise utilizing one on one instruction or small group intervention. If students need additional support, they are referred to our behavior intervention team in conjunction with our county office of education. Teachers and staff in Special Education participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports, and services needed to address the student's needs. Meetings are held monthly to assess student progress.

4. A description of how the charter district will monitor and support mental health and social and emotional well-being of pupils during the school year.

IUESD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs and developing a growth mindset
- Self-management - managing emotions, controlling impulses and setting goals

Superintendent: Charlotte Hines

Board of Trustees: Carey Alves, Howard Clarke, Jill Naylor, Natalie Toste, Kellee Wheatley

Response from Island Union Elementary

- Social awareness - the ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution Mental Health services curriculum for teachers to use within their classroom to support student social emotional needs.
- Responsible decision-making - understanding and thinking about the consequences of personal behavior Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. General education teachers, special education teachers, and instructional aides will continue to learn how to integrate restorative practices, social and emotional learning, and mental health into daily lessons. IUESD will distribute the Healthy Kids survey to students in September 2020. The district will gather feedback and report findings to staff. The Healthy Kids Survey will be accessible all year in order to provide an open-ended opportunity for students to receive additional support. Topic areas covered are academic planning, connectedness at school, coping with stress, and questions to determine basic needs the student and their families may have. Data will be analyzed throughout the 2020-21 school year. IUESD will continue to reach out to students and staff to address mental health needs so that students are able to thrive at school and in their jobs. Even during Distance Learning families, staff, and students have access to our mental health service provider on a continuous basis. Professional development will be offered using mental health staff as well as Kings County Behavioral Health as a support ongoing throughout the school year. Teachers use a daily check in system with their students. If they notice a student needs extra social emotional support, they refer the student to the behavior support team in conjunction with the County Office of Education. The administration also has regular meetings with students who wish to speak with administration. Our staff, both classified and certificated, are regularly trained in trauma informed best practices through our local county office of education staff, as well as through a variety of outside agencies. We have added an additional layer of support to address the impacts of COVID-19 on our school community.

5. A description of how the charter district will address the anticipated apportionment deferrals. In speaking with our Kings County Office of Education, we have sufficient funds to operate through the deferral period 2020-2021 without issuing a TRANS.