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

Response from Island Union Elementary

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**Letter dated March 30, 2023 RE: Information Memo for
Island Union Elementary School District**

Response from Island Union Elementary



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Telephone: 559.589.1441 Fax: 559.589.7000

TO: State Board of Education

FROM: Kings County Office of Education
Joy Santos, Assistant Superintendent, Educational Services

DATE: March 30, 2023

RE: Information Memo for Island Union Elementary School District

- 1. LCAP and Annual Update:** In accordance with Education Code Sections 52070 and 42127, the Kings County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and adopted budget of the school district for fiscal year 2022-23. The 2022-23 Island Union board approved LCAP and Annual Update may be found at:

 - 1 2022 LCAP Island FINAL 20220913.pdf

The 2021-22 Island Union board approved LCAP and Annual Update may be found at:

 - *2021 Island FINAL Board Approved LCAP.pdf
- 2. Charter District Annual Site Visit:** The County Office of Education charter team visited Island Elementary School on December 14, 2022.
- 3. Technical Assistance offered by KCOE:** The Kings County Office of Education Superintendent of Schools supports all districts and schools within Kings County by providing the following Level 1 Supports: Accountability Updates, Leadership Network, WASC participation and writing support, Technical Assistance for Content Areas, State/Federal programs, Local Control & Accountability Plan (LCAP), and School Plan for Student Achievement (SPSA), Curriculum updates and professional development, Coordinating services for Foster Youth and students experiencing homelessness, Charter school support, College and Career Readiness resources and support, Tobacco Use Prevention Education program support, Data and Assessment resources and support.
- 4. County Office Acknowledgement:** The Kings County Office of Education has no concerns, and has commendations for Island School. Professional Development has targeted the needs of all staff and have provided training on increasing the best use of our Professional Learning Community (PLC) to meet the needs of the students using data and then planning instruction accordingly. Island continues to implement Multi-Tiered Systems of Support (MTSS). Modernization continues and the gym/cafeteria is scheduled to host its first graduation this Spring.
- 5. Success of the Charter District:** The Island District Charter emphasizes the well-rounded education of their students. Through the Local Control Accountability Plan (LCAP) and consistent with its charter, the Island Union Elementary Charter School District has identified and implemented actions to provide the highest quality education for its students. Community engagement is to be commended, surveys show that students, staff and parents feel that their school embodies a welcoming and nurturing environment.

**Island Union Elementary School District – Academic
Memorandum Response**

Response from Island Union Elementary

**Island Union Elementary School District
Academic Memorandum Response**

Address: 7799 21st Ave., Lemoore CA 93245**Website Address: charlottehines@island.k12.ca.us****County-District-School (CDS) Code: 16639330000000, 16639336010466****Charter Number: (I don't believe we have one)****Charter Term: 2020-2025****District Description: Rural****Grade Levels Served: TK - 8****2021–22 Enrollment: 386****Site-Based or Non-Site Based: site based**

Areas of Greatest Progress and Need

Based on the charter district's internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the charter district's areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the charter district's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

IXL Learning for Language Arts, Reading, Math
Renaissance Star Reading for independent reading level

2. Identify the charter district's areas of greatest progress:

English Language Arts, Math, Independent reading on grade level

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

CAASPP:

ELA: Schoolwide 6.17%, SED increased by 12.64%, St. with Dis. 14.17%, EL 15.38%

CAASPP Math data increased: Schoolwide 1.57% SED 17.63%, St. with Dis. 1.25%

District benchmark: Language Arts: schoolwide 0.56%, St. w/Dis. 6.73%

CDE Dashboard data states: Suspension rate EL and St. with Dis. remained at zero, and SED remained the same at 2.7%

Internal reading assessment, Renaissance STAR schoolwide we increased 2.3% students reading on grade level.

4. Identify the charter district's areas of greatest need including references to student sub-groups:

Language Arts with EL and SED.

Math with Students with disabilities, SED and EL

Chronic absenteeism with schoolwide and all subgroups.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

CAASPP results in Math schoolwide decreased by 1.57%, EL by 7.69%

Benchmark data shows:

Language Arts decreased by: EL by 23.81%, SED by 13.88%

Math decreased by: St. w/dis. 1.17%, SED 17.39%, EL 9.53%

Dashboard data:

Chronic Absenteeism: increased 13.3% schoolwide, Hispanic 14.4%, SED 17.8%, homeless 29%, St. w/Dis. 17.6%, EL 5%

Suspension rate: schoolwide increase by 1.1%, homeless by 12.4%,

6. How is the charter district addressing these areas of need? Include references to student sub-groups.

Academic: Using the CAASPP ELA writing scores as well as Math communicating reasoning scores schoolwide we have noted that consistently schoolwide over the past 7 years we have consistently had a group of 50-58% near standard. we are implementing a new writing program ThinkSRSD which has been trained and implemented schoolwide (TK-8th gr.) to improve our writing. With this improvement in each subject area, we are looking for a movement from near standard up to above standard in both ELA and Math and therefore increased overall scores. We have also implemented EBLI (Evidence-Based Literacy Instruction) in 3rd- 8th grade as a reading intervention targeting students within subgroups first than those that are reading below grade as needed. We also implement OG (Orton Gillingham) intervention reading TK-3rd for reading assistance.

Math: schoolwide the teachers met to vertically align math academic vocabulary that is used from year to year, as well as targeted language and processes to solve word problems. Schoolwide we require an intervention block for targeted skills in Math. IXL also gives recommended skill practice based on individual learning needs to close the achievement gap each teacher 2nd-8th assigns specific to each child.

Suspension Rate: We employ the BEST(Behavior and Emotional Support Team) team which includes School Psychologist two days a week, a Behavior aide daily, as well as a 2nd one two days a week, and an LMFT (Licensed Marriage and Family Therapist) once a week. These individuals meeting with students one on one and/or in small group help with their social-emotional well-being. Our LMFT has also worked with parents to teach them strategies for supporting their students at home. We are implementing an SEL curriculum Caring School Community presenting lessons weekly as well as class meetings to teach and role-play strategies the students can use in and out of the classroom when issues arise. We have increased student engagement activities, sports fully in place, assemblies, dances, and study trips for example. We are seeing a decline in our behavior referral reports.

Chronic Absenteeism: We call each day they are absent. After 5 days, then 7, then 10, we send letters home. We have our nurse calling when students are sick for more than one day in a row to see how we can re-engage them or if there is a medical concern. At 10 missed days we set up a student study team meeting to see how we can re-engage the student. We have a new program for all currently chronically absent students that will meet with our Student Support Liaison and earn an incentive each day they attend. We have already increased our daily attendance by 5% with this incentive program. Additionally, we have a schoolwide staff meeting to show the staff pictures of each student that is currently chronically absent, so that they too could connect with the student and help them re-engage at school when they attend, which then would encourage them to be here every day. We had a student state that her mother wouldn't wake up to bring her to school so she jumped on her bed to wake her, another called for a ride because he missed the bus.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

Our CAASPP data was revealing. We have implemented schoolwide the new ThinkSRSD writing program which is assisting each student to learn to analyze their information (any subject) and learn from it, then

respond to any given question regarding what they have read. We have ensured a common language schoolwide which ensures the rigor increases from grade to grade. We are seeing slow progress, yet progress, in our most recent benchmark data schoolwide we have increased in both Math and ELA. We are consistently seeing more writing from every student, with a consistent increase by our EL and Students with Disabilities. Our SEL program and BEST team support the staff and students with their emotional needs which show through in their increasing academic success.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the charter district's 2021–22 Local Control and Accountability (LCAP) goals:

Goal 1: We will provide all students with a safe, positive learning environment with highly qualified staff in well-maintained facilities.

We had over 40 hours of SEL professional development throughout the year with the entire staff to assist with creating a safe, positive learning environment.

Facility: we continue to have a rating of Good in our annual facility inspection tool (FIT).

Goal 2: All students will improve academically from a broad course of study with a standards-aligned curriculum and various enrichment opportunities where parent involvement and support are highly encouraged.

Intervention for academic success: Our EBLI program has successfully graduated 35% of participants reading on grade level and we noted that we had every EL that participated in EBLI successfully reclassified. 80% of EBLI participants improved on ELA CAASPP.

Enrichment opportunities with parent involvement: increased the number of study trips with parents attending, and opportunities for parents to be involved in on-site activities. Parents are surveyed twice a year to receive for initial input, and then follow up.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the charter district's work to engage community members in the process:

We have given a survey expecting 96% participation to our parents in the fall, and will again this spring expecting 100% participation. We have surveyed our students in the fall, and will again this spring. We have presented our LCAP and encouraged input in our parent club (Boosters Club), as well as our School Site Council with parents of ELs, Students with Disabilities, Homeless, and SED, represented. We have had input from both bargaining units: Classified and Certificated. We have presented and received input from our board and the public in two public meetings. It is important that we continue our Ag program, study trips, and Art program due to students' interest and engagement in school. Each of the groups have supported the interventions of OG and EBLI noting that they are very important and the need to ensure they continue with dedicated staff.

3. How is the charter district addressing learning loss from the prior school year?

Academics: ELA: We implement Orton Gillingham reading intervention for TK-3rd graders and EBLI 3rd-8th grade intervention for reading which also assists in all subject areas. We have implemented schoolwide the new ThinkSRSD writing program which is assisting each student to learn to analyze their information (any subject), learn from it, then respond to any given question regarding what they have read. **Math:** We have a schoolwide Intervention block for math - targeting specific skills missed, as well as assigning IXL skills specific to the individual needs of students. **EL:** We provided ELD training for all teachers to ensure targeted instruction for the ELs. Resources were purchased.

Climate Absenteeism: We have continued and improved our Ag Program which students all participate in, with both animals and crops. Our St. Support Liaison began an attendance incentive program, which has increased our attendance schoolwide, as well as our targeted chronically absent students to ensure their improved attendance. Study trips, tied to standards, are provided for every student to exciting and engaging locations.

Enrichment: The art program has an art teacher that works with each class, 100% of our students, to increase their knowledge and expertise of art and art fundamentals.

2022–23 Plan for Independent Study

1. Inform if the charter district is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

We are offering short-term independent study for 1-10 days only. We have had 324 days of IS from Aug. 9th – December 16, 2022. Our P-1 information states 3.85 ADA, which equates to more than \$55,000 thus far. Well worth our time and effort to provide it.

Island Union Elementary School District – Academic Results

Island Union Elementary School District – Academic Results

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math).

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
School ELA	60%	61.37%	64.16%	No Data	61.6%	67.77%
School Math	50.83%	51.45%	45.5%	No Data	54.17%	52.60%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	15.38%	No data	36.36%	59.81%	26.67%
School Math	7.69%	No data	36.36%	42.09%	20%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview: Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	High, 19.1%	Very High
Suspension Rate	Medium, 2.4%	Medium
English Learner Progress	No level	Medium
Graduation Rate	NA	Medium
College/Career	NA	Not Reported
ELA	High	Low
Math	High	Low