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 <u>charters@cde.ca.gov</u>.

Response from Island Union Elementary

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Kings County Office of Education

Todd Barlow - County Superintendent of Schools

- **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

- 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: <u>https://drive.google.com/file/d/1KgkB4iU3tYK3LoHo9fwP-yVCE6aBO7IU/view</u>
- 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

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

- To: Superintendent/Director of SBE Authorized Charter Schools with Charter School
- Authorization delineated to Kings County Office of Education
- Fr: Charlotte Hines, Superintendent/Principal
- Re: Island Union Elementary School Charter District annual report February 2020
 - 1. I have attached data from our 2018-2019 CAASPP assessments comparing with how the county and state did. In each area and within each subgroup we scored a higher percentage of meeting or exceeding the standard than the county. In ELA an increase of 2.52% and in Math 2.98%. Overall we also scored higher than the state in each subgroup and overall increased in percentage in each area: ELA (13.02%), Math (15.13%), and Science (11.1%).
 - 2. Our Fall Dashboard results are as follows:
 - a. In ELA Green -28.2 above standard maintaining 1.6. each subgoup: Hispanic (11.1 above), White (36.4 above), SocioEconomically disadvantaged (2.3 below) are in all green.
 SED moved from yellow ('17) to orange ('18) to green ('19).
 - b. In Math overall green 5.7 above standard with an increase of 9.7 points. Hispanic and White green. SED orange with 28.1 points below the next level, however maintained with increase 2.8 points.
 - c. EL development:

2019 57.9% making progress toward EL proficiency Performance level High

- d. Chronic Absenteeism : orange 5.8%, increase of 3% (SED red, H orange, W yellow, Sp. Ed green) Due to this we have added multiple action strategies this year to increase our attendance. We monitor monthly to ensure consistent growth.
- e. **Suspension Rate** orange increased 0.6, with 1.3% suspended at least once. (His., W, SED all orange) Sp.Ed blue. Although not a huge increase, we are monitoring closely and have included an additional day (from 1 to 2 days a week) with each of the behavior aide and school psychologist. Due to this we have seen a decrease in referrals written in comparison to the past multiple years.
- 3. We continue to support the professional development needs of our employees by providing 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. Our school psychologist and behavior aide help support the social and emotional needs of our students and staff. These adults continue to monthly train our classified staff. We continue to work closely with KCOE to assist in our professional learning growth. We continue to implement our Multi-Tiered Systems of Support (MTSS). We work with Behavioral Health and have added mindfulness training in to our social emotional support systemschoolwide.
- 4. We will continue to offer electives to our 7th and 8th grade, two four week sessions, twice a week, course. The students will be given a choice of three different electives. This will support priority 7 within our LCAP as well as giving our students a well rounded education. Our k-8th grade students have participated in a art appreciation program utilizing the Art Attacks program. Music is taught in the classroom. We additionally offer percussions and color guard after school or 6th-8th graders February -April.
- 5. We continue to support hands on learning curriculum by seeing and living the experience through video conferences and study trips. For example, we had our 6th grade class go to Crystal Caves to see what they are learning in class. Our k-2 students traveled to the Selma High School farmers to learn about animals and see them in action, 4th grade traveled to La Purisima Mission, to learn about the California Missions and how they began and people lived within them, to name a few. Each grade level is attending a study trip this year.
- 6. We promote community building by having students recycling plastic and all paper. Our Student Council has a recycling committee that picks paper recyclable products up twice a week and it is taken to the local recycling bin. We have assisted Island School families each year at with a food baskets this year working with Lemoore Christian Aid at Thanksgiving and our own families fulfilling the need at Christmas time. We collect coats for kids in the winter, and additionally annually support Shaws Heating and Air Conditioning by collecting over 200 blankets. All of these opportunities help promote positive character and community awareness.

ELA	Ma	th		Science CAST				
Grade level	Island	State	County	Island	State	County	Island	State

Island School CAASPP 2019 test results:

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Response from Island Union Elementary

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

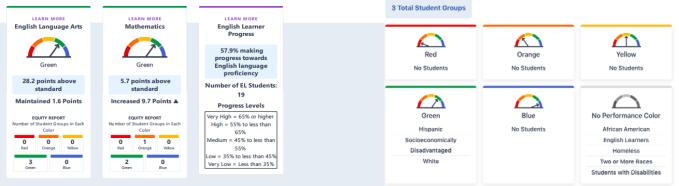
Island School CAASPP 2014 - 2018 test results:

ELA 14/	15 - 15/1	6 - 18/1	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	46%	53%	60%	61.37%	63.89%	Total	42.8%	45%	50.83%	51.88%	54.86%
ave.						ave.					

Academic Performance

View Student Assessment Results and other aspects of school performance.

ELA Student Group Details All Student Groups by Performance Level



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.

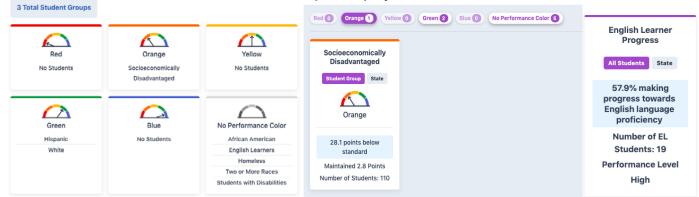


Math

Student Group Details

All Student Groups by Performance Level

Explore Groups By Performance Level



Explore Groups By Performance Level Red 0 Orange 0 Yellow 0 Green 3 Blue 0 No Performance Color 6

White

Hispanic

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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.

Current English Learners	Reclassified En Learners	glish Eng	lish Only	Explore information about population.			
No Data	37.1 points belo standard		oints above tandard	-			2
No Data	Declined 15.8 Point		d 11.9 Points ①	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Number of Students: 9	Number of Studer	nts: 11 Number o	f Students: 247	435	35.6%	3.4%	0%
IND ELEMENTARY DONDITIONS & Cli w data related to how well scho lthy, safe and welcoming envir	ools are providing a						
Suspension Rate							
Orange 1.3% suspended at least once Increased 0.6% ▲							
EQUITY REPORT imber of Student Groups in Each Color 0 3 0 Red Orange Yelow							
0 1 Green Blue			Local Inc	licators	Local Indic	ators	
			LE	ARN MORE	LEAR	MORE	
al Indicators				mentation of	Access t	o a Broad	
LEARN MORE	LEARN MORE	LEARN MORE	Acader	nic Standards	Course	of Study	
Basics: Teachers, istructional Materials, Facilities	Parent and Family Engagement STANDARD MET	Local Climate Survey	STA	NDARD MET	STAND	ARD MET	
IOOL PERFORMANCE OVERV	IEW				and elementary	agoment	
land Elem					e information that shows he	-	
	Island Elementary under	California's			gaging students in their lea		
Chronic Absenteeism	Suspension Rate	English Learner Progress No Performance Colo	4	anguage Arts	LEARN MORE Chronic Absenteeism		
		No renormance Colo			Orange		
Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standard	s Enga	and Family agement DARD MET	5.8% chronically absent		
Green							
Green	STANDARD MET			Nu	EQUITY REPORT umber of Student Groups in Each Color		

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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.

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

• 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.