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Response for Island Union Elementary



TO: State Board of Education

FROM: Kings County Office of Education
Andrea M. Perez, Educational Learning Coordinator

DATE: February 20, 2018

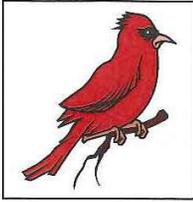
RE: Information Memo for Island Union School District

1. Charter District CAASPP: Island scored higher than the county and state averages on the Spring 2017 CAASPP assessments at each grade level for both ELA and Math. Island's overall average percent of students scoring Met or Above standard in ELA was 60.5%. This is higher than the county at 42.37%, and state at 48.56%. In the area of Math, Island averaged 51.27%. The county averaged 29.18%, and state average was at 37.56%.
2. LCAP and Annual Update: Island has a board approved LCAP & Annual Update for 2017-18 that may be found at:
<http://www.island.k12.ca.us/SiteAssets/SitePages/Home/2017%20Local%20Control%20and%20Accountability%20Plan%20and%20Annual%20Update%20Island%20Elementary%20School%202017%202020.pdf>
3. County Office Site Visit: The charter oversight team visited Island on November 15, 2017.
4. County Summary of District's Fall Dashboard: Island improved in 3 of the 4 state indicators. Suspensions were very low and declined by 0.6%. Five of the seven student groups either declined significantly or declined, while two maintained. Academics for ELA were high and increased significantly by 15.9 points. All student groups increased or increased significantly. Academics for Math were medium and increased by 9.1 points. Three students groups increased significantly or increased, and two groups maintained. English Learners declined. The English Learner Indicator was very low and declined significantly, which is a district identified need. Overall Suspension and ELA were blue, and Math was green. The English Learner Indicator included 19 students, so it did not rate an overall color.
5. The 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. Service projects are also an additional way that the school reaches out to the community.

Respectfully submitted,

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Island Union School District

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Phone (559) 924-6424 – Fax (559) 924-0247

Island Union Elementary School District Charter Kings County Office of Education Request for Information

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 November 2017 attachment with further information

- Here is a written summary review of the most recent fall dashboard results, identifying strengths and challenges:

Greatest Progress: Our suspension rating overall significantly declined by 0.6%. Additionally it declined in our socioeconomically disadvantaged group by 1.4%, our Hispanic group by 0.7%, and our white group by 0.5%. Our number of referrals, discipline referrals for the school have decreased as well even though our student enrollment has increased. We have our daily character counts lessons which have helped students learn other ways to handle their problems. We will continue with this. Our ELA score has increased significantly by 15.9 points overall, by 6.1 points for our EL's, 16.4 points for socioeconomically disadvantaged, and 8.3 points for the Hispanic group and 21.6 points for our White group. Our teachers worked with our county office to create lessons targeted on the ELA standards. This year we have adopted and implemented a new rigorous ELA curriculum. In Math overall the students increased by 9.1 points overall. In each of our subgroups: socioeconomically disadvantaged increased by 4.7 points, and hispanic with an increase of 0.9 points and our White group by 15.7 points. We are in our third year of implementation and are continuing to strengthen math skills and students written responses for how they determined the answer.

Our chronic absenteeism shows that we are a 4.5% with the county at 9.9% and the state at 10.8%. Each of our subgroups are lower than the county and state average as well, with Hispanic at 6.2%, White 3.4%, and Two or more races 4.8%.

Greatest Need: Although our English Learner group is not a subgroup we have them declining in math by 14.2 points. We have had our staff participate in intensive professional development with Kings County Office of Education curriculum coaches specific to designated English Language Development lessons. (action 2.14) Daily the teachers support the EL's with additional support in each subject area to ensure they understand the vocabulary used within the curricular area. In 14-15 we had a 9.5% reclassification rate according to DataQuest. in 15-16 we had a 18.8% reclassification rate. This shows an almost 100% increase. We will continue to push to have our students become proficient in English so that they can be reclassified English Proficient so that they can respond to the Math questions explaining how they reached their answers. We are also offering tutoring after school to assist students with any math gaps they may have. Our Hispanic group maintained with 0.9 points however are orange, and therefore are in need of extra support in the day as well as filling math gaps in the tutorial.

Island Union Elementary School District Fall Dashboard Preview Results

Response for Island Union Elementary

Island Elementary - Kings County

Enrollment: 387 Socioeconomically Disadvantaged: 38.8% English Learners: 5.9% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	*	*			*	*	*
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	*	*		*	*	*	*
<u>Mathematics (3-8)</u>		*	*	*		*	*	*	*
		Filipino	Hispanic	Pacific Islander	Two or More Races	White			
		N/A	N/A	N/A	N/A	N/A			
		*		*	*				
		N/A	N/A	N/A	N/A	N/A			
		*		*	*				
		*		*	*				

Pri/Indicator	All Students	SED	SWD	Hispanic	White
6/Suspension					
4/ELPI	*N/A				
4/ELA			*N/A		
4/Math			*N/A		

* Less than a significant student group number

Response for Island Union Elementary

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	162	10	6.2%
Pacific Islander	*	*	*
White	233	8	3.4%
Two or More Races	21	1	4.8%
Not Reported	*	*	*

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Island Elementary	420	19	4.5%
Island Union Elementary	420	19	4.5%
Kings County	30,687	3,566	11.6%
Statewide	6,405,496	694,030	10.8%

2. Below is our performance summary of other metrics and measureable pupil outcomes.

State Priorities Local Indicators – Priorities 1, 2, 3, and 6:

These areas are reported on the Dashboard as met or not met. We have met each of these priorities. Our responses are listed below.

Priority 1 Basic Services:

- ❖ Number/percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions =0
- ❖ Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home =0
- ❖ Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)=0

Priority 2 Implementation of Common Core Standards:

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.- Full implementation
2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. - Full implementation
3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) – Full implementation

Response for Island Union Elementary

4. Other Adopted Academic Standards:

Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

- o Career Technical Education= *Initial Implementation*
- o Health Education Content Standards= *Initial Implementation*
- o Physical Education Model Content Standards= *Full Implementation and Sustainability*
- o Visual and Performing Arts= *Full Implementation*
- o World Language= *Initial Implementation*

5. Support for Teachers and Administrators: During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), rate the local educational agency's success at engaging in the following activities with teachers and school administrators.- Full implementation and Sustainability

Priority 3 Parental Involvement:

94% of parents responded to our parent survey administered during the 2016-17 school year. Most of the parents stated they felt their students were safe at school. 94% of the parents felt they knew how their child is doing toward meeting grade level standards and how to get help for their child when needed. Parent input is invaluable in better understanding how the Island Elementary School District can best meet the needs of our families and ultimately, students. Information gleaned from the surveys directly shape LCAP goals and the steps taken to advance the proficiency of our students.

Priority 6 School Climate:

We had over 80% of our students k-8th grade surveyed, more than 90% of the students felt safe at school. The majority of the students felt the one to one devices help with engagement in their learning. Based off student input on the surveys we developed a food entree taste test given to students to determine what healthy entrees to add to our school menu. Student input is very valuable in having them build a strong family community at Island Elementary School therefore we will continue to use student input to guide our decision making.

Priority 7 Course Access & Priority 8 Pupil Outcomes:

Course Access K-8 : 100% of students are enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.

Course Access 7-8 Additional Courses: 100% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.

Pupil Outcomes K-8: Students will demonstrate learning in broad curriculum including, but not limited to English Language Arts, Mathematics, History Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education that is as measured by Local Assessments in ELA and Math and/or passing grades per Student Information System in all other content areas.

Education as measured by student enrollment report – current year information(January 2018)

Subjects	%/# of students passing subjects
ELA	97.1% 394/405
Math	99.3% 402/405
Science	100%
History Social Science	99.3% 402/405
PE	100%
Performing Arts	100%
Visual Arts	100%

Pupil Outcomes 7-8 Additional Courses: 90% or better of students will pass their classroom assessment/performance task.



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Fr: Charlotte Hines, Superintendent/Principal
Re: Island Union Elementary School Charter District annual report November 2017

1. I have attached data from our 2016-17 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. Overall we also scored higher than the state in each subgroup and overall in ELA and Math.
2. The teachers at each grade level selected their benchmark assessments for ELA and Math either from the curriculum end of unit assessment or Illuminate for the standards taught thus far. Last year we selected an end of year benchmark assessment to use in both November and again in April prior to the CAASPP testing. This gave us a look at a pre and post exam result with 53% meeting or exceeding the ELA benchmark and 46% meeting or exceeding the Math benchmark results. We saw growth overall in each grade level with a school increase in meeting or exceeding standards in ELA by 5% and in Math 2%. Overall we had a score of 60% meeting or exceeding in ELA the CAASPP results which is 7% more than our benchmark gave us, and 51% on Math which is 5% better than our benchmarks. Therefore we can use the benchmark results as a true reflection on how we would do on the CAASPP assessments. We found the benchmark assessments were challenging with the new company we are using, Illuminate, and similar to the CAASPP assessment. We looked at the EL results however we have such a small number for the entire school let alone by grade level that we cannot look at their scores as a subgroup. We have a total of 21 EL's, and 30 is the minimum. We are looking at individual needs and noting there continues to be a gap and our utilizing the professional development training the teaching staff received in 2015-16 to maximize the most in our designated ELD time frame daily. We are working toward not have long term EL's which has been consistent in our district, with 10 fifth – eighth graders as long term EL's in 2016-17, which is 3 less than in 2015-16. We additionally see a great need of support in Math in the upper grades. Therefore we began additional small group support in 5th – 8th grade and additionally have a slower paced on grade level group with the students with special needs or at-risk. We see a gap with our subgroups in ELA as well therefore the teachers are pulling small group to insure the understanding of each standard taught as well as utilizing the curriculum's resources for reteach. We continue to use Sum Dog and Moby Max for online phonemic awareness, phonics, vocabulary building, comprehension and fluency building specific to the students' ability having them work through the lessons to build their reading fluency and expertise. Sumdog and Moby Max are also used for math support. We continue to utilize the Orton Gillingham program for our k-3rd grade readers to help them master their letter sounds, blends, and reading skills.
3. We continue to support the professional development needs of our employees by providing training on what a Professional Learning Community (PLC) is and how to use the time in our PLC to meet the needs of the students using data and then planning instruction accordingly. We are worked closely

Superintendent: Charlotte Hines

Board of Trustees: Carey Alves, Howard Clarke, James McCann, Jill Naylon, Kellee Wheatley

with KCOE in 2016-17 and currently have worked with Solution Trees professional developer Superintendent Janel Keating to continue our work and progress within the PLC . These year we are working on our writing pacing calendar to fine tune it so that our students grow from year to year strengthening their ability. We review data from the previous week in our PLC meetings to verify what our students have mastered as well as what next steps to take in helping them master their grade level standards.

4. We have purchased 1:1 devices, chrome books 4th-8th grades, and have iPads K-3rd grades. We maintain our computer lab with thirty 20" monitor desktop computers for any class to use. We have found the students highly engaged, and researching on a regular basis. The upper grade is using google classroom which allows the students to have immediate feedback when working on things. It also supports our growth toward remembering to "go green" and not need to print everything to learn.
5. We will continue to offer electives to our 7th and 8th grade, a six week, 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 music appreciation program September – December. The k-8th grade students will participate in Art class, learning art history as well as different mediums January through May.
6. We continue to support hands on learning and learning curriculum by seeing and living the experience through video conferences and study trips. For example, we had our 5th grade classes participate in a day of Encampment learning how the Native Americans lived and lived off the land. We will have our 5th and 6th grade students go to Burris Park for an afternoon of Science learning , k-2 traveled to the pumpkin patch to learn how pumpkins grow and the life cycle of plans, 4th grade will be traveling to a mission in the spring, 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.
7. We promote community building by having students recycling plastic (4th grade monitors this) 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. The students additionally collect pop tabs for aluminum to help support the Ronald McDonald House. We have assisted Island School families each year at Christmas time with a food basket. We collect coats for kids in the winter, and this year additionally helped support Shaws Heating and Air Conditioning by collecting over 200 blankets. This year in February we will participate in Pennies for Patients to help support the leukemia foundation. This helps promote positive character and community awareness.

Island School CAASPP 2017 test results:

Grade level	ELA			Math		
	Island	State	County	Island	State	county
3	84.4%	21.95%	40.84%	71.1%	23.41%	40.83%
4	66.67%	22.53%	40.37%	53.32%	20.22%	32.73%
5	40.39%	23.27%	38.11%	36.54%	16.9%	23.72%
6	50.94%	23.51%	40.08%	60.38%	18.24%	26.66%
7	57.57%	24.7%	46.55%	39.39%	18.45%	31.45%
8	66.66%	24.03%	43.59%	42.23%	18.15%	30.1%
Total	60.51%	23.37%	41.59%	51.27%	19.22%	30.91%

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Board of Trustees: Carey Alves, Howard Clarke, James McCann, Jill Naylor, Kellee Wheatley

Response for Island Union Elementary

Grade level	ELA			Math		
	Island	State	County	Island	State	county
white	66.8%	31.44%	29.4%	61.44%	27.18%	24%
hispanic	52.29%	17.65%	17.9%	39.45%	13.04%	12.7%
Socio. Ec. Dis.	60.51%	16.7%	17%	51.27%	12.5%	11.9%

CST Science: * the California Science Test (CAST) was a pilot test in 2017, no scores given.

	2016	2015	2013	2012	2011	2010
5th	79%	76%	57%	62%	59%	58%
8 th	88%	78%	56%	71%	84%	63%
Total ave.	84%	77%	56.5%	66.5%	71.5%	61%

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