Indianola Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians 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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Indianola Elementary School
Street	11524 East Dinuba Ave.
City, State, Zip	Selma, Ca, 93662-9707
Phone Number	559-898-6680
Principal	Mr. Shane Pinkard
Email Address	spinkard@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	10624306007348

Entity	Contact Information
District Name	Selma Unified School District
Phone Number	(559) 898-6500
Superintendent	Tanya Fisher
Email Address	tfisher@selmausd.org
Website	http://www.selmausd.org/

School Description and Mission Statement (School Year 2019-20)

The Indianola Elementary vision is to provide an emotionally, academically, and engaging environment by nurturing a growth mindset, a proactive outlook, and an inquisitive culture.

On-going efforts are made by administration, staff, and community to provide a dynamic learning environment where students feel safe, and free to engage at multiple levels. The goals of the site mirror selected goals from the district board in order to focus our efforts and make the greatest gains. Our goals this year include the following: Improve school safety, climate, and culture. Ensure students academic growth in ELA and math. Continuous improvement: use data to progress monitor and close achievement gaps. Lastly, to maintain fiscal alignment and accountability.

All of Indianola's goals are folded into an environment that embraces creativity and cutting edge efforts. All activities and endeavors are made to create fun, engaging activities which feed into all site goals in order to maximize positive results and learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	51
Grade 1	49
Grade 2	62
Grade 3	66
Grade 4	77
Grade 5	79
Grade 6	88
Total Enrollment	472

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.6
Asian	6.6
Hispanic or Latino	88.6
White	3.8
Two or More Races	0.2
Socioeconomically Disadvantaged	80.3
English Learners	31.8
Students with Disabilities	9.3
Homeless	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	24	23.5	324
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State-adopted textbooks are supplied to each student at Indianola School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Benchmark Advance, published by Benchmark Education, as its Reading/Language Arts/ELD core curriculum in grades TK-5; and Study Sync, published by McGraw -Hill Education has been adopted for grades 6-8. Textbooks and supplemental instructional materials w ere purchased in 2017 for use in the 2017-2018 school year and subsequent school years.	Yes	0.0 %
Mathematics	State adopted textbooks are supplied to each student at Indianola School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Go Math! as its Mathematics core curriculum in grades K-6. The K-6 curriculum is published by Houghton-Mifflin/Harcourt. This textbook series is aligned to the California Common Core State Standards (CCCSS). Textbooks and supplemental instructional materials w ere purchased in 2014 for use in the 2014-15 school year and subsequent school years.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	State adopted textbooks are supplied to each student at Indianola School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, California Science, published by Scott-Foresman, for its TK-6 core Science curriculum. Textbooks and supplemental instructional materials w ere purchased in 2007 for use in the 2007-08 school year and subsequent school years.	Yes	0.0 %
History-Social Science	State adopted textbooks are supplied to each student at Indianola School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved programs History Social Studies for California in grades TK-5, published by Scott-Foresman and My World History published by Pearson for 6th grade. For grades TK-5, textbooks and supplemental instructional materials w ere purchased in 2006 for use in the 2006-2007 school year and subsequent years; for Grade 6, textbooks w ere purchased in 2016 for use in the 2016-2017 school year and subsequent school years.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Some rooms are missing covers over electrical outlets; fire extinguishers are partially obstructed; decorations are partly blocking the exits; sidewalks are cracked.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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

Year and month of the most recent FIT report: 11/25/2019

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

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 [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	39	44	44	50	50
Mathematics (grades 3-8 and 11)	31	27	23	24	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	296	98.34	1.66	38.51
Male	153	149	97.39	2.61	33.56
Female	148	147	99.32	0.68	43.54
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	66.67
Filipino					
Hispanic or Latino	267	265	99.25	0.75	36.98
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	243	98.78	1.22	34.57
English Learners	124	121	97.58	2.42	33.06
Students with Disabilities	31	31	100.00	0.00	3.23
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	299	99.34	0.66	27.42
Male	153	152	99.35	0.65	30.26
Female	148	147	99.32	0.68	24.49
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	52.63
Filipino					
Hispanic or Latino	267	265	99.25	0.75	26.04
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	0.81	21.72
English Learners	124	124	100.00	0.00	23.39
Students with Disabilities	31	31	100.00	0.00	6.45
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.7	13.2	29.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (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 (School Year 2019-20)

Indianola is very fortunate to have the support of our parents and the extended community in the development of our program. We offer a variety of opportunities for parents and community members to become involved in our programs. We encourage you to consider some of the following opportunities to become an involved member:
- Classroom volunteers
- English Learner Advisory Council
- Library
- Parent Club
- Fundraisers
- Supervisory volunteers (cross guard, hallways, etc.)
- Field trips
- Intramurals

Activities at the school are shared via monthly newsletters from the Principal, monthly newsletters from the students, and frequent dialers home. The Parent Club is the most active and offers the most diverse opportunities for involvement. Meetings are monthly, and their activities support the overall school activities. For further details on how to become involved at Indianola, please contact Mr. Shane Pinkard, Principal, at the school office at (559) 898-6680

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	5.1	4.6	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is reviewed annually with a team of people that includes administration, teachers, parents, and community members. The Safety Plan was reviewed in November-December, 2019 with select staff. In December, 2019 the select team members reviewed the current plan and made revisions to the plan. The purpose of the plan is to prepare for emergency situations should they ever arise and provide orderly processes to keep activities safe and running smoothly. Specific plans are in place so the site can respond effectively and safely to the many possible situations that can arise. The ultimate goal is to keep all of our students and staff safe even in the midst of an emergency situation should it ever arise. Input into this plan is always welcome and is available for your review at the front office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	1	2		24		2		17	1	2	
1	19	3			19	3			24		2	
2	20	1	2		20	2	1		20	2	1	
3	23		3		18	1	3		21		3	
4	20	1	3		22	1	3		19	1	3	
5	20	2	3		28		3		20	1	3	
6	27		3		19	2	3		22	1	3	
Other**	3	1							3	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13852	3682	10169	81028
District	N/A	N/A	10020	80543

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	1.5	0.6
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	30.1	3.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Training at Indianola is flexible to address the changing needs as well as specific to support the current goals for the year:
- On-going training for classroom management is provided for select staff who need to refresh their skills.
- PLC training is available as needed to assist staff to continue with PLC meetings and assure high levels of productivity which raises student scores.
- Select science, math, language arts, and social studies trainings have also been funded to assist specific grades to support the current common core standards next.
- Current staff meetings focus on the "7 Habits" which is guided by a training text and paired with a review of potential Kagan structures.

All of the training allowed is directly related to the goals of Indianola in a effort to create positive growth in the identified areas or address any new challenge areas.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$49,084
Mid-Range Teacher Salary	$	$76,091
Highest Teacher Salary	$	$95,728
Average Principal Salary (Elementary)	$	$118,990
Average Principal Salary (Middle)	$	$125,674
Average Principal Salary (High)	$	$137,589
Superintendent Salary	$	$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Selma Unified School District supports and builds teacher capacity throughout the year through a Site Based Coaching model. This model allows for job embedded Professional learning by implementing the tenets of the Professional Learning Community framework. The district maintains a ELA/ELD, Math and Science coaching team that in turn support and provide instructional support for our site level coaching team. In collaboration with both teams, professional learning for teachers is provided to assist all students in achieving the State academic standards, with an emphasis on addressing and supporting student groups requiring additional resources; groups such as Foster Youth, English Learners, and Students with Disabilities.

The District also provides all teachers with three professional learning days throughout the year. These are non-student days that are planned and facilitated by site leaders and site coaches. For the last couple of years, these days focus on allowing teachers time for instructional planning as they apply to the California Standards for the Teacher Profession (CSTPs 3, 4, & 5).