

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Isleton Elementary

Address: 412 Union St. Isleton, CA 95641-0728

Principal: Ms. Stacey Wallace, Principal

Phone: (916) 777-6515

Email: aslagle@rdusd.org

Web Site: <http://ies-rdusd-ca.schoolloop.com/>

CDS Code: 34674136033666



River Delta Joint Unified

Superintendent: Katherine Wright

Phone: (707) 374-1700

Email: kwright@rdusd.org

Web Site: www.riverdelta.org



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: River Delta Joint Unified
Phone Number: (707) 374-1700
Superintendent: Katherine Wright
E-mail Address: kwright@rdusd.org
Web Site: www.riverdelta.org

School Contact Information Most Recent Year

School Name: Isleton Elementary
Street: 412 Union St.
City, State, Zip: Isleton, CA 95641-0728
Phone Number: (916) 777-6515
Principal: Ms. Stacey Wallace, Principal
E-mail Address: aslagle@rdusd.org
Web Site: <http://ies-rdusd-ca.schoolloop.com/>
County-District-School
(CDS) Code: 34674136033666

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

Isleton Elementary School
"Learning for a Lifetime"

Isleton Elementary School is a community-centered school located on the Sacramento River in the California Delta in the River Delta Unified School District. Isleton Elementary is a small Kindergarten through sixth grade school that also houses the RDUSD State Pre-School onsite. We proudly serve a student population of 154 students, 64% of which are Hispanic and 71% are eligible for the free and reduced school lunch program.

Isleton School is committed to equipping our students with the tools they need for academic, personal, and social achievement. Our staff strives to provide our students with excellent child-centered educational opportunities, which they will continue to build upon for the remainder of their lives. The effort includes a focus on development in the areas of reading, writing, math, science, physical fitness, technology and the arts so students will build skills in order to have lifelong success in school and be career ready.

Our teachers and staff work hard to provide the best educational experience for our students, we create an atmosphere where learning is treasured. We value the use of academic language and collaborative classroom discussions. Isleton Elementary has a rich tradition of outstanding student academic achievement being awarded the Distinguished School Award in 2012. We provide sound standards based education while promoting high moral character of all students. Our school embraces the integration of the arts, sports and technology we foster creativity, critical thinking and communication skills that will be necessary for success in the 21st century.

Community members, parents, staff members, and students collaborate to create the positive atmosphere needed for outstanding academic achievement. Parent partnership is a high priority for Isleton School and is essential for student success.

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	21
Grade 2	22
Grade 3	20
Grade 4	23
Grade 5	17
Grade 6	31
Total Enrollment	158

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.6%
Asian	
Filipino	0.6%
Hispanic or Latino	60.8%
Native Hawaiian/Pacific Islander	
White	34.2%
Two or More Races	3.2%
Socioeconomically Disadvantaged	72.2%
English Learners	23.4%
Students with Disabilities	9.5%
Foster Youth	0.6%
Homeless	8.9%

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	9	9	9	103
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
	McGraw-Hill Wonders K-6 Adopted in	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the	

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Mathematics	Houghton Mifflin-Harcourt Math Expressions K-5 Adopted 2015 Big Ideas Learning Larson Big Ideas Math 6th grade Adopted 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2015 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Science	Houghton Mifflin California Science K-6 Adopted 2008; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and approved by the RDUSD Board of Trustees in 2008. They were consistent with the content and cycles of the curriculum frameworks adopted by the SBE. New curriculum is being piloted and will be adopted in June 2019 to implement in 2019-2020. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
History-Social Science	Pearson My World Interactive K-6 Adopted 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science			

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

Isleton Elementary School is divided into two separate land parcels, with D street running down the middle between them. All buildings including classrooms, cafeteria, and all restrooms receive daily interior cleaning by the district's custodial staff. Isleton has one full-time custodian along with one half-time custodian. The full-time custodian is on duty from 7:00am to 3:30pm and the half-time custodian is on duty from 3:00pm to 7:00pm. They perform routine custodial needs the school has as well as respond to any emergency needs in the classrooms and on the playgrounds as needed.

In addition, Isleton School has recently taken steps to reduce vandalism and increase a feeling of safety by partially fencing the school. They have also worked in conjunction with Bay Alarm to install three security cameras around campus.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

School Facility Good Repair Status

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 rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: January 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	67%	64%	44%	45%	50%	50%
Mathematics (grades 3-8 and 11)	58%	61%	32%	35%	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	95	90	94.74%	5.26%	64.44%
Male	56	53	94.64%	5.36%	60.38%
Female	39	37	94.87%	5.13%	70.27%
Black or African American	–	–	–	–	–
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	54	53	98.15%	1.85%	54.72%
Native Hawaiian or Pacific Islander					
White	33	31	93.94%	6.06%	80.65%
Two or More Races	–	–	–	–	–
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	58.21%
English Learners	43	42	97.67%	2.33%	52.38%
Students with Disabilities	11	10	90.91%	9.09%	30.00%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	41.67%
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	95	90	94.74%	5.26%	61.11%
Male	56	53	94.64%	5.36%	60.38%
Female	39	37	94.87%	5.13%	62.16%
Black or African American	–	–	–	–	–
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	54	53	98.15%	1.85%	60.38%
Native Hawaiian or Pacific Islander					
White	33	31	93.94%	6.06%	61.29%
Two or More Races	–	–	–	–	–
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	55.22%
English Learners	43	42	97.67%	2.33%	59.52%
Students with Disabilities	11	10	90.91%	9.09%	20.00%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	58.33%
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 High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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 area 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	11.10%	27.80%	44.40%
7			
9			

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)

At Isleton Elementary parent involvement is a high priority, and encouraged in a number of ways. Parents can participate in the Isleton Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC members meet monthly to focus on improving and implementing effective strategies and procedures for our English Language Learners. The School Site Council members are critical to the decision making and goal setting process for our school. They meet at least 4 times throughout the school year, and their role is to write the Single Plan for Student Achievement or (SPSA). Our school hired a Bilingual Parent Advocate in 2017 that assists in providing communication and family support for the families of Isleton.

Isleton also has other opportunities for parent involvement they can volunteer in the classrooms, volunteer to supervise on field trips, attend our monthly "Coffee with the Principal", participate in the First Five Playgroups and activities, and attend Family Enrichment Nights. We also encourage parents to attend our Paw Power Assemblies.

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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	1.1	1.1	0.6	5.9	4.2	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Isleton School Site Safety Plan is aligned with the River Delta Unified School District Safety Plan. It addresses the need to understand and practice effective evacuation and communication systems in case of an emergency situation. The school follows guidelines for the frequency of emergency drills, and provides a copy of the emergency plan to every teacher. The students receive training and practice emergency procedures including fire, lockdown, and earthquake. The physical environment is being monitored by adults on a regular basis to ensure safe conditions at all times for students, staff, and parents.

Isleton Elementary also emphasizes a focus on the social well-being of its students, Character Education is taught throughout the grade levels. The school site has monthly Character Ed assemblies where we honor the students who exemplify the character trait of the month. The Site Safety Plan was reviewed, revised and approved on November 2019.

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	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	24		1	
1	24		1	
2	13	2		
3	19	1		
4	28		1	
5	29		1	
6	23		1	
Other**	4	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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	21		1	
1				
2	22		1	
3	17	1		
4	19	1		
5	25		1	
6	29		1	
Other**	14	1	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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	24		1	
1	21		1	
2	22		1	
3	20	1		
4	22		1	
5	17	1		
6	30		1	
Other**	2	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)	.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.31
Social Worker	.11
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

* 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	\$10,234	\$2,680	\$7,554	\$74,826
District	N/A	N/A	\$7,755	\$61,590
Percent Difference – School Site and District	N/A	N/A	2.63%	19.41%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	0.64%	2.54%

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

Types of Services Funded (Fiscal Year 2018-19)

Isleton Elementary School uses LCFF funding allocated by the district to support instructional programming needs. In addition, the school has been identified as a federally-funded Title I school. The school also receives Lottery and the ASES funding. These funds help provide arts integration, supplemental curriculum, technology, and additional staffing support to increase student achievement. ASES, the after school program, ensures Isleton School has academic enrichment and support every day until 6 pm. The ASES program also provides ukulele club, theater classes, athletics and yoga.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45601	\$46208
Mid-Range Teacher Salary	\$61431	\$72218
Highest Teacher Salary	\$81218	\$92742
Average Principal Salary (Elementary)	\$106906	\$134864
Average Principal Salary (Middle)	\$104012	\$118220
Average Principal Salary (High)	\$121662	\$127356
Superintendent Salary	\$165187	\$186823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at

<http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	1.5