



Igo-Ono Elementary School

6429 Placer Rd • Igo, CA 96047 • 530-396-2841 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Igo, Ono, Platina Union Elementary

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District Governing Board

Robert Hylton

Diane Morris

Gayle Martin

District Administration

Robert Adams
Superintendent

Robert Fellingner
Chief Business Official

Cindy Bishop
Dir. Educational Services

Cindy Trujillo
Dir. Human Resources

Tawny Cowell
Dir. Facilities/Nutrition Services

Kim Bryant
Dir. Intervention Services

Seth Hemken
Dir. Technology

School Description

The Igo-Ono-Platina Union Elementary School District is very proud of the community-centered, quality education that we provide to our students. The District comprises one transitional kindergarten through eighth grade school that serves the rural communities of Igo, Ono, and Platina.

Our staff believes that teachers and administrators are part of the learning community. We welcome parents, grandparents, family, and community members to volunteer at our school. Parent volunteers at school are very active in providing educational opportunities and materials for our students. We value the help and support we receive from our friends and neighbors. Although we live in rural communities, our intent is to give our students the skills, knowledge, and intellectual capacity they need to be successful in any location.

The Igo-Ono-Platina Union School District, in cooperation with parents and community, is resolved to provide a quality education to our students within an enthusiastic and caring environment. We strive to instill a sense of responsibility and individual achievement for each student as he or she acquires the skills necessary for our complex world.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	4
Grade 2	3
Grade 3	4
Grade 4	5
Grade 5	4
Grade 6	3
Grade 7	4
Grade 8	8
Total Enrollment	43

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	20.9
American Indian or Alaska Native	7
Native Hawaiian or Pacific Islander	2.3
White	69.8
Socioeconomically Disadvantaged	83.7
Students with Disabilities	18.6
Homeless	9.3

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 for Igo-Ono Elementary	17-18	18-19	19-20
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Igo, Ono, Platina Union	17-18	18-19	19-20
With Full Credential	♦	♦	2
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Igo-Ono Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K - 5th grade: MacMillan/McGraw Hill (Wonders) -2017 6th-8th grade: MacDougal Littell Literature - 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill and Big Ideas Learning 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Studies Weekly - 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman and McDougal Littell - 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Igo-Ono-Platina Union School District is a rural district made up of just one school, currently: Igo-Ono Elementary. As with many rural schools, operation and maintenance resources are limited. To ensure the school is clean, safe, and functional the district helped form the New Millennium Partnership in 2001 with nearby Shasta Union Elementary and, the larger, Redding School District. The Redding School District helps to oversee, manage, and assist with various aspects of school maintenance and business services for the smaller, more rural districts.

Igo-Ono Elementary school is staffed with one day and one night custodian to provide a clean and hazard-free environment. The Principal works with the custodians to develop cleaning schedules to ensure clean and safe schools. The lead custodian also ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

On a monthly basis, the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the Redding School District Facilities Department which then compiles an annual evaluation for the site.

Igo-Ono Elementary school has a beautiful campus. Igo facilities include three buildings, of which one is portable. There are eight classrooms which all have wireless internet access. Fourth through eighth-grade classrooms have one-to-one student Chromebooks, while kindergarten through third-grade classrooms have one-to-one student Microsoft Surface tablets.

The facilities also include a multipurpose room and a library. The main school building re-roofed in 2017. A walking/jogging path runs the perimeter of the playfield; the play areas were recently resurfaced and the play structures modernized. All lighting in the school was upgraded during the fall of 2016. In December 2016 a six-foot security fence was constructed around the perimeter of student areas.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A new HVAC Mini Split system was installed within the multipurpose room in 2018 and quarterly maintenance is provided to all units.
Interior: Interior Surfaces	Poor	Kitchen floor has some missing/broken tiles

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	A bottle filling station was added in 2018 to the campus and lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Inadequate drainage in the playground
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	20	33	20	50	50
Math	20	17	20	17	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.00	20.00
Male	17	17	100.00	29.41
Female	13	13	100.00	7.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.00	28.57
Socioeconomically Disadvantaged	24	24	100.00	16.67
Students with Disabilities	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.00	16.67
Male	17	17	100.00	23.53
Female	13	13	100.00	7.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.00	19.05
Socioeconomically Disadvantaged	24	24	100.00	12.50
Students with Disabilities	--	--	--	--
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.

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)

Igo-Ono School enjoys excellent community support. With parent assistance, the school provides opportunities for students in all grades to enjoy extracurricular activities throughout the region. Parents volunteer and raise funds so our eighth grade students are able to go on an annual year-end field trip. Our numerous athletic teams are also supported by parent boosters. Our school provides a variety of family engagement activities throughout the year, such as Astronomy Night, Native American Night, a Family Hoedown, and a Family Picnic and Pinewood Car Derby.

Parents volunteer in classrooms and the after-school program, Project SHARE, to share their expertise with our students. In addition, parents are invited and encouraged to participate on our School Site Council, our District Advisory Committee, and our LCAP Engagement Group. To find out how you can volunteer at our school, please contact Kim Miller or Mary Schneider at (530) 396-2841.

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.

School Safety Plan

Our School Safety Plan is coordinated with the overall plan for the Redding School District New Millennium Partnership. Emergency information has been developed for the school along with maps and protocols for emergency situations. The key elements addressed in our School Safety Plan are in regards to the campus grounds, school buildings, security, and emergency procedures. Each staff member has a radio to communicate with each other and the office. Regular fire, earthquake and lockdown drills provide students the opportunity to practice procedures in case a real crisis occurs. We have a zero-tolerance policy on alcohol, tobacco, and other drugs. Igo-Ono School is a closed campus. All visitors are required to check in at the office upon arrival on campus. In the event of an emergency, Igo-Ono School works in conjunction with the Shasta County Sheriff's Department.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and site council in December, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	0.0	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	0.0	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.05
Social Worker	
Nurse	.0125
Speech/Language/Hearing Specialist	.10
Resource Specialist (non-teaching)	.40
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.

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	18	1			17	1			19	1		
Other**												

*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.

Professional Development provided for Teachers

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

We offer our staff and faculty training throughout the year through the Redding School District Professional Development Center. Twice each month, staff meets to review student progress and collaborate on instructional strategies. In addition, we provide staff with opportunities to strengthen their teaching skills through grade level collaboration days and various training workshops and/or conferences. In July, 2018, teachers and principal attended a three day workshop focused on MTSS.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,830	\$45,252
Mid-Range Teacher Salary	\$53,928	\$65,210
Highest Teacher Salary	\$66,123	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$0	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	16%	31%
Administrative Salaries	0%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$19,352	\$3,925	\$15,428	\$47,416
District	N/A	N/A	\$15,428	\$54,853.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-14.5
School Site/ State	69.1	-31.2

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

The following programs and services are provided through the Igo-Ono- Platina School District:

- Title I
- Class Size Reduction
- Resource program
- Intervention program
- Before school and after school programs
- Sports
- Gardening
- Federal Breakfast and Lunch Program
- Professional Development
- Enrichment Programs

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.