

Isleton Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Isleton Elementary School
Street	412 Union St.
City, State, Zip	Isleton, CA 95641-0728
Phone Number	(916) 777-6515
Principal	Mrs. Stacy Wallace
Email Address	swallace@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033666

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Mrs. Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

Isleton Elementary School

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 school serving students from Transitional Kindergarten through sixth grade and also houses the RDUSD State Pre-School onsite. We proudly serve a student population of 180 students, 65% of which are Hispanic and 78% are eligible for the free and reduced school lunch program, with an additional 24 students in our State Preschool.

Isleton School is committed to equipping our students with the tools they need for academic achievement, personal growth, and social emotional success. 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 a sound standards based education while promoting high moral character of all students. Isleton also focuses on the social and emotional well being of all of our students. Our school embraces the integration of the arts, sports and technology, we foster creativity, as well as 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 a positive learning atmosphere needed for outstanding academic achievement. Parent partnership is a high priority for Isleton School and is essential for student success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	21
Grade 2	22
Grade 3	21
Grade 4	29
Grade 5	25
Grade 6	26
Total Enrollment	175

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.6%
Black or African American	1.1%
Filipino	0.6%
Hispanic or Latino	60.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	5.1%
White	31.4%
English Learners	26.9%
Homeless	6.9%
Migrant	9.1%
Socioeconomically Disadvantaged	65.7%
Students with Disabilities	12%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	100.00	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	8.50	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	88.89	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.11	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	9.00	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted in 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
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. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	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. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	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. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
Foreign Language	n/a		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	n/a		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

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 or on the playgrounds as needed. Isleton Elementary School has 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 School Dude 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 School Dude 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.

Year and month of the most recent FIT report

01.05.2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Admin: Admin building is scheduled to be modernized starting in 2024 Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades Portables 1,2 &3: Fire system should be upgraded to meet code compliance and requirements. Some HVAC systems will be replaced in 2024
Interior: Interior Surfaces			X	Admin: Admin building is scheduled to be modernized starting in 2024 Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Admin: Admin building is scheduled to be modernized starting in 2024 Cafferteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements.

School Facility Conditions and Planned Improvements

				Window upgrades. The overhead walk ways have some dry rot Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades
Safety: Fire Safety, Hazardous Materials			X	Admin: Admin building is scheduled to be modernized starting in 2024 Caffeteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements. Window upgrades. The overhead walk ways have some dry rot Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades Portables 1,2 &3: Fire system should be upgraded to meet code compliance and requirements. Some HVAC systems will be replaced in 2024
Structural: Structural Damage, Roofs	X			Cafferteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements. Window upgrades. The overhead walk ways have some dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Admin: Admin building is scheduled to be modernized starting in 2024 Cafferteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements. Window upgrades. The overhead walk ways have some dry rot

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	52	43	34	47	46
Mathematics (grades 3-8 and 11)	38	42	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	100	97.09	2.91	52.00
Female	48	45	93.75	6.25	46.67
Male	55	55	100.00	0.00	56.36
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48	1.52	47.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	57.14
English Learners	24	23	95.83	4.17	21.74
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	47.30
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	12	11	91.67	8.33	27.27

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	101	98.06	1.94	41.58
Female	48	46	95.83	4.17	34.78
Male	55	55	100.00	0.00	47.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	39.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	46.43
English Learners	24	24	100.00	0.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	35.14
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	12	11	91.67	8.33	27.27

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	46.15	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	26	96.30	3.70	46.15
Female	12	11	91.67	8.33	36.36
Male	15	15	100.00	0.00	53.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	22	95.65	4.35	40.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Isleton Elementary parent involvement is a high priority, we value and encourage the partnership between parents and the school 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, they receive nominations and are elected by families in our school community. Their role is to write the Single Plan for Student Achievement or (SPSA).

Isleton also has other opportunities for parent involvement they can volunteer in the classrooms, volunteer to supervise on field trips, participate in the First Five Playgroups and activities, and attend Family Enrichment Nights or Activities. We also encourage parents to attend our Paw Power Assemblies which are the last Wednesday's of the month and recognize students for their great character, and attendance

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	197	193	47	24.4
Female	102	99	27	27.3
Male	95	94	20	21.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	119	115	21	18.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	10	4	40.0
White	61	61	21	34.4
English Learners	50	49	7	14.3
Foster Youth	0	0	0	0.0
Homeless	15	15	12	80.0
Socioeconomically Disadvantaged	147	144	37	25.7
Students Receiving Migrant Education Services	20	20	1	5.0
Students with Disabilities	25	24	8	33.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.16	4.06	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0
Female	0.98	0
Male	7.37	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.2	0
English Learners	4	0
Foster Youth	0	0
Homeless	33.33	0
Socioeconomically Disadvantaged	4.76	0
Students Receiving Migrant Education Services	10	0
Students with Disabilities	20	0

2023-24 School Safety Plan

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 drills. 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 has the Catapult Emergency Management System in order to alert staff, and accurately account for students in the case of an emergency in a fast and accurate manner.

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 and staff member who exemplify the character trait of the month. Isleton Elementary has created a school Kindness Club lead by our school counselors, the main focus of the club is to spread kindness throughout campus. The Kindness Club organizes fun events for the students to do at lunch time, sends out positive messages to students, and help to mentor students how to show kindness. Isleton Elementary is a participating school in the Sacramento County Office of Education Mental Health Collaborative, where they are implementing a mental health clinician to placed on campuses throughout the county. Through this collaborative we a full time licensed Marriage and Family counselor on campus to provide support to our students, and families. The Site Safety Plan was reviewed, revised and approved on November 2023 by our Isleton Elementary School Site Council.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	22		1	
2	22		1	
3	20	1		
4	22		1	
5	22		1	
6	13	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	20	1		
2	22		1	
3	24		1	
4	21		1	
5	22		1	
6	24		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	1	0
1	21	0	1	0
2	22	0	1	0
3	21	0	1	0
4	29	0	1	0
5	13	1	1	0
6	26	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8153	1777	6376	80443
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-6.8	29.2
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-3.4	1.6

Fiscal Year 2022-23 Types of Services Funded

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 and parent communication as well as engagement. ASES funding is used to support the After School Program. The After School Program ensures Isleton School has academic enrichment and support every day until 6 pm. The ASES program also provides enrichment opportunities for the students, they have arts education, sports opportunities, as well as mindfulness and yoga.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

The District provides professional development training each year. The primary areas of focus for staff development has been raising student achievement and teaching to Common Core State Standards, district adopted curriculum, and Academic Conversations training. Professional development is delivered primarily through attendance at workshops, attendance at conferences or virtual conferences as well as being present for District Pre-Service days. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers are provided with

Professional Development

additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed or per teacher request. A large focus of training was dedicated to addressing the increasing needs of our students Social and Emotional Well-being.

RDUSD's districtwide professional development occurred in August 2022 and continued in Spring of 2023. Our PD in August 2022 was Academic Conversations for teachers, additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. Then in Spring 2023 we conducted a series of training for our General Education Teachers that focused on Best Teaching Practices for Integrated English Language Development students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1.5	1.5