Igo-Ono 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	Igo-Ono Elementary School
Street	6429 Placer Rd.
City, State, Zip	Igo, CA 96047
Phone Number	530-396-2841
Principal	Kim Miller
Email Address	kmiller@rsdnmp.org
School Website	http://igo.reddingschools.net
County-District-School (CDS) Code	45-70029-0000000

2023-24 District Contact Information

District Name	Igo-Ono-Platina Union Elementary School District
Phone Number	530-225-0011
Superintendent	Cindy Bishop
Email Address	cbishop@rsdnmp.org
District Website	igo.reddingschools.net

2023-24 School Description and Mission Statement

Igo-Ono-Platina 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 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 a rural community, 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 School District, in cooperation with our 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	5
Grade 2	2
Grade 4	1
Grade 5	7
Grade 6	3
Grade 7	3
Grade 8	5
Total Enrollment	30

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	26.7%
Male	73.3%
American Indian or Alaska Native	13.3%
Black or African American	3.3%
Hispanic or Latino	23.3%
White	60%
English Learners	13.3%
Homeless	23.3%
Socioeconomically Disadvantaged	90%

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)	2.00	100.00	2.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	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	0.00	0.00	18854.30	6.86
Total Teaching Positions	2.00	100.00	2.00	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)	2.00	100.00	2.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	2.00	100.00	2.00	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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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

We choose our textbooks from lists that have been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We report to the School Board all information regarding textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2023-2024 school year and whether those textbooks covered the California Content Standards.

Year and month in which the data were collected	9/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K - 5th grade: MacMillan/McGraw Hill (Wonders) -2017 6th-8th grade: MacDougal Littell Literature - 2009	Yes	0%
Mathematics	McGraw-Hill and Big Ideas Learning 2014	Yes	0%
Science	TK-5th grade: Science Studies Weekly - 2022 6th-8th grade: McGraw Hill Inspire Science - 2022	Yes	0%
History-Social Science	Studies Weekly - 2019	Yes	0%

School Facility Conditions and Planned Improvements

The Igo-Ono-Platina School District is a rural district currently made up of just one school: 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 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 a clean and safe school. 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. All classrooms, transitional kindergarten through eighth-grade, have one-to-one student Chromebooks.

The facilities also include a multipurpose room and a library. The main school building was 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. The school's bus barn was enclosed during the 2019-20 school year in addition mini-splits were added to the multipurpose room to increase air quality. During the summer of 2020, two propane generators were installed on campus to allow classes to continue without issues during power outages. In 2022 the site is slated to get upgraded HVAC equipment to the classrooms, office, and kitchen areas.

During the 2020-2021 school year, the site was upgraded with many safety precautions to combat the Covid-19 Pandemic. These safety precautions include plexiglass installation, hand-sanitizing stations in every classroom and entry points, ingress and egress maps were updated, social distancing signage prominently displayed, additional staffing, and additional staff training was conducted on cleaning protocols. The site has also upgraded bathrooms for improved sanitation and added a washer and dryer to help improve safety and sanitation for our students.

Year and month of the most recent FIT report	1/23/24

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			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	X			Kitchen floor has been upgraded to epoxy and remediation has been completed for this space as well as the afterschool classroom. All rooms in the main building have new carpeting due to flooding during the 2019-20 school year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The exterior of the cafeteria building was cleaned, patched as needed, and painted during the summer of 2021.
Electrical	X			Two propane generators were installed in 2020 to facilitate continued school operation during power outages.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			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	X			Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	X			Main school building was re-roofed in 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The fields have been fixed after damage done by Cal Fire during the Carr & Zogg fires. Irrigation system has been upgraded and field has been re-seeded in damaged areas.

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)	28	40	28	40	47	46
Mathematics (grades 3-8 and 11)	32	15	32	15	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	20	20	100.00	0.00	40.00
Female	--	--	--	--	--
Male	12	12	100.00	0.00	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	13	100.00	0.00	38.46
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	20	20	100.00	0.00	15.00
Female	--	--	--	--	--
Male	12	12	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	13	100.00	0.00	7.69
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	--	58.33	--	58.33	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	12	12	100.00	0.00	58.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	100	100	100	100	100
Grade 9	N/A	N/A	N/A	N/A	N/A

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

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 parents and community members. Our school typically provides a variety of parent education and family engagement activities throughout the year, such as Social Media Education Night, Astronomy Night, a Family Hoedown, and a Family Picnic and Pinewood Car Derby. Research indicates that when parents are involved, children are better able to realize the importance of their education.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	39	35	4	11.4
Female	12	10	1	10.0
Male	27	25	3	12.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	9	8	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	25	22	2	9.1
English Learners	4	4	0	0.0
Foster Youth	2	0	0	0.0
Homeless	11	8	0	0.0
Socioeconomically Disadvantaged	35	32	4	12.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	2	1	0	0.0

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	0.00	0.00	0.00	0.00	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	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	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 other staff members 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 September, 2023.

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	6	1		
1	1	1		
2	2	1		
3	4	1		
4	3	1		
5	3	1		
6	3	2		
Other	3	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	4	2		
1	2	2		
2	1	2		
3	1	2		
4	6	2		
5	3	2		
6	2	2		

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	4	1	0	0
1	5	1	0	0
2	2	1	0	0
3	0	0	0	0
4	1	1	0	0
5	7	1	0	0
6	3	1	0	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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.4
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	$37,842	$10,750	$27,091	$64,638
District	N/A	N/A	$27,091	$64,638
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	112.3	-15.8

Fiscal Year 2022-23 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
- Restorative Practices
- School Counseling Program
- Before school and after school programs
- Sports
- Gardening
- Federal Breakfast and Lunch Program
- Professional Development
- Enrichment Programs
- Expanded Learning Opportunity Program (ELOP) including 30 days of summer school/summer camp
- Parent Education and Engagement Programs and Opportunities

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	$49,289	$48,481
Mid-Range Teacher Salary	$60,645	$73,129
Highest Teacher Salary	$74,358	$99,406
Average Principal Salary (Elementary)	$117,907	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$0	$138,991
Percent of Budget for Teacher Salaries	12.74%	29.34%
Percent of Budget for Administrative Salaries	0%	5.99%

Professional Development

Igo-Ono School teachers are lifelong learners. They continuously upgrade their skills and professional knowledge through advanced studies and participation in such programs Capturing Kids Hearts, Restorative Practices Training, HOPE Navigator Training, No Excuses University training and ongoing through the Redding School District Professional Development Center. Staff and faculty also have the opportunity to participate in both in-person and virtual training provided by the Shasta County Office of Education. Twice each month, our 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.

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	3	3	3