



## ISANA Achernar Academy

Charter Renewal Petition

Request for a Five-Year Term  
July 1, 2021-June 30, 2026

Submitted by ISANA

September 30, 2020

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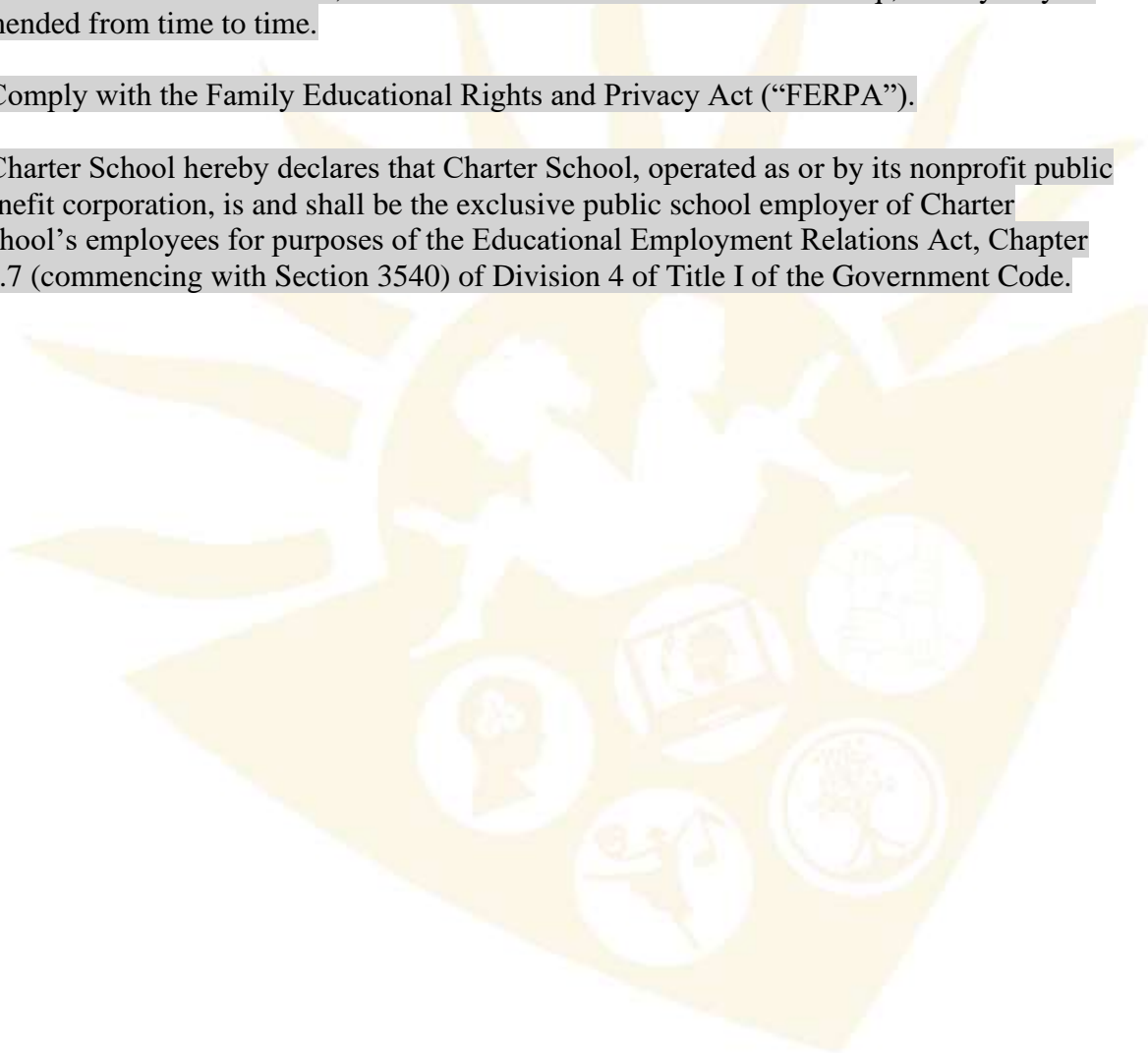
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## **ASSURANCES, AFFIRMATIONS AND DECLARATIONS**

Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code, § 47605(e)(1).)
- Not charge tuition. (Ed. Code, § 47605(e)(1).)
- Not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status. (Ed. Code, § 47605(e)(1); Ed. Code, § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to Charter School shall not be determined according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code, § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code, § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a random public drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Compton Unified School District ("District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code, § 47605(e)(2)(B).)
- Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code, § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code, § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code, § 47605 (d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the Charter School’s educational programs. (Ed. Code, § 47605, (d)(2).)
- Comply with Education Code section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act (“Brown Act”), the California Public Records Act, the Political Reform Act of 1974, and Government Code section 1090 et seq., as they may be amended from time to time.
- Comply with the Family Educational Rights and Privacy Act (“FERPA”).
- Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.



## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code, § 47605(c)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code, § 47605(c)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A to G’ admissions criteria may be considered to meet college entrance requirements.” (Ed. Code, § 47605(c)(5)(A)(iii).)*

### **Local Control Funding Formula and Local Control and Accountability Plan**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the District’s Office of Charter Schools (“OCS”) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School’s governing board shall annually hold a public hearing to adopt a local control and accountability plan and update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code, § 47606.5(d).)

Charter School must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan. The agenda for the public hearing shall be posted at least 72 hours before the public hearing, and the local control and accountability plan or annual update to the local control and accountability plan shall be made available for public inspection at each site operated by the charter school. (Ed. Code, § 47606.5(e).)

Charter School further acknowledges and agrees that its governing body may only adopt a revision to a local control and accountability plan if it follows the process to adopt such a plan set forth in Education Code section 47606.5 and the revisions are adopted in a public meeting. (Ed. Code, § 47606.5(f).)

### **WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (“WASC”) accreditation before Charter School graduates its first class of students.

### **Mathematics Placement**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015. Academic Calendar and Schedules Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

### **English Learners**

Charter School shall identify potential English learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Charter School shall administer the CEDLT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English learners in accordance with federal and state requirements.

Charter School shall meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

### **Students with Disabilities**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services.

## Community Need For Charter School

### Target Population

ISANA Achernar Academy serves students in Transitional Kindergarten through 8<sup>th</sup> grade, is seeking its first renewal and is in its fourth year of successful operation in partnership with the Compton Unified School District (CUSD). Based on our record of performance, ISANA Achernar Academy has and will continue to meet the needs of the community it serves. We have had a steady enrollment around 490 students over our charter term.

Servicing Compton's student population and demographic aligns to ISANA's mission and existing student populations. ISANA seeks to serve underserved communities by becoming an agent of change.

ISANA Achernar Academy shares CUSD's belief that despite financial challenges, *all* students should have access to a high-quality education that provides them the necessary foundation and skill-sets to succeed in life. Many families in Compton face significant economic challenges, with average per capita income 50% below the Los Angeles County average, based on the US Census. According to the California Department of Education, in the 2019-2020 school year, approximately 95.6% of the students attending Compton Unified School District are eligible to receive free or reduced lunch, serving a student population that is approximately 19.3% African-American and 77.2% Latino, with an English Language Learner population of approximately 26.3%.

In many places around the country, children from low-income communities do not have access to quality education. Compton Unified School District (CUSD) has been on the frontlines of reversing this trend, and we share CUSD's commitment to increase the excellent educational opportunities available in the Compton community. ISANA Achernar Academy provides Compton families access to a high-quality educational program that prepares their children to be academically competitive when applying to high school and college in the future, allowing them to pursue whatever professional path they choose. We structure the school to support the needs of the students by providing extended learning times, in-school tutoring, intensive after-school intervention programs, rigorous standards-based instruction, academic teaming, technology integration and on-going academic assessments. As a result, students receive the skills and knowledge to improve their economic conditions and elevate the per capita income of their community. These components have resulted in increased student achievement in this community, and we hope to continue that success in a direct partnership with CUSD to ensure that all students are prepared to succeed in high school, college and beyond. Given the socio-economic and linguistic profile of the District, and the alignment of the goals of ISANA Achernar Academy with the Compton Unified School District, there is a compelling need for ISANA Achernar Academy in this community.



## Academic Performance Data

There are three “tracks” for renewal under AB 1505 (2019) based on a school’s Dashboard indicators, and **Achernar is in the “middle” track.** (See Charter School Performance Category Data File published by the CDE on July 1, 2020.) Under Education Code section 47607.2(b)(1), for schools in the “middle” track, the District “shall consider” the school’s performance on the state and local Dashboard indicators, but the District “shall provide greater weight” to measurements of academic performance (i.e. ELA, Math, English Learner Progress, and College/Career). As shown below, Achernar, which first opened in the 2016-2017 school year, has performed well on all available state and local Dashboard indicators.

### I. ACADEMIC PERFORMANCE

- ✓ Achernar outperformed the District average schoolwide in both ELA and Math in 2017, 2018, and 2019:

ALL STUDENTS	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
2017 – ELA	-41.6	-44.9	+3.3
2017 – Math	-45.2	-66.4	+21.2
2018 – ELA	-23.6	-42.6	+19
2018 – Math	-32.7	-72.4	+39.7
2019 – ELA	-25.6	-31.6	+6
2019 – Math	-39.8	-56.9	+17.1

- ✓ All of Achernar’s numerically significant student subgroups outperformed their respective District averages in ELA and Math in 2017, 2018, and 2019 (except Hispanic in ELA for one year):

2017 – ELA	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-52.5	-56	+3.5
Hispanic	-39.6	-40.5	+0.9
Socio/Disadv	-41.7	-44.8	+3.1
African American	-43	-66.1	+23.1
Students w/ Disab.	-116.9	-124.5	+7.6

2017 – MATH	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-37.9	-71.9	+34
Hispanic	-31.1	-61	+29.9
Socio/Disadv	-44.8	-66.5	+21.7
African American	-60.4	-93.5	+33.1
Students w/ Disab.	-137.4	-142.6	+5.2

2018 – ELA	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
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English Learners	-25.4	-58	+32.6
Hispanic	-22.3	-38.1	+15.8
Socio/Disadv	-24.5	-42.9	+18.4
African American	-25.2	-65	+39.8
Students w/ Disab.	-95.5	-118.8	+23.3

2018 – MATH	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-27.6	-78.9	+51.3
Hispanic	-24.6	-67.2	+42.6
Socio/Disadv	-32.6	-72.7	+40.1
African American	-43.2	-99.6	+56.4
Students w/ Disab.	-125.3	-146.7	+21.4

2019 – ELA	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-37.5	-48.2	+10.7
Hispanic	-27.9	-27.5	-0.4
Socio/Disadv	-26.2	-29.5	+3.3
African American	-21.3	-51.7	+30.4

2019 – MATH	ACHERNAR Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-43.6	-63.7	+20.1
Hispanic	-36.3	-51.6	+15.3
Socio/Disadv	-40.8	-55.4	+14.6
African American	-45.8	-84.3	+38.5

- ✓ All of Acheranar's numerically significant student subgroups either outperformed or matched their respective State averages in ELA and Math in 2018 and 2019 (except Hispanic in ELA for one year):

2018 – ELA	ACHERNAR Distance From Standard	STATE AVG. Distance From Standard	MARGIN
English Learners	-25.4	-47.1	+21.7
Hispanic	-22.3	-31.3	+9
Socio/Disadv	-24.5	-34.7	+10.2
African American	-25.2	-51.8	+26.6
Students w/ Disab.	-95.5	-95.5	0

2018 – MATH	ACHERNAR Distance From Standard	STATE AVG. Distance From Standard	MARGIN
English Learners	-27.6	-69.9	+42.3
Hispanic	-24.6	-65.8	+41.2
Socio/Disadv	-32.6	-67.4	+34.8
African American	-43.2	-91.5	+48.3
Students w/ Disab.	-125.3	-125.3	0

2019 – ELA	ACHERNAR Distance From Standard	STATE AVG. Distance From Standard	MARGIN
English Learners	-37.5	-45.1	+7.6
Hispanic	-27.9	-26.6	-1.3
Socio/Disadv	-26.2	-30.1	+3.9
African American	-21.3	-47.6	+26.3

2019 – MATH	ACHERNAR Distance From Standard	STATE AVG. Distance From Standard	MARGIN
English Learners	-43.6	-68.6	+25
Hispanic	-36.3	-62.2	+25.9
Socio/Disadv	-40.8	-63.7	+22.9
African American	-45.8	87.9	+133.7

## II. SCHOOL CLIMATE

- ✓ Achernar's Dashboard suspension rate was lower than the District and State average in 2018 and 2019 schoolwide and amongst all numerically significant student subgroups (except Students with Disabilities for one year):

2018 – SUSPENSION RATE	ACHERNAR	DISTRICT AVG.	STATE AVG.
All Students	1%	2%	3.5%
English Learners	0.7%	1.3%	3%
Socio/Disadv	1%	2.1%	4.4%
Hispanic	0.3%	1.3%	3.6%
African American	2%	5.4%	9.4%
Students w/ Disab.	5.5%	4.4%	6.8%

2019 – SUSPENSION RATE	ACHERNAR	DISTRICT AVG.	STATE AVG.
All Students	0.6%	1.3%	3.4%
English Learners	0%	0.8%	3.1%
Socio/Disadv	0.6%	1.3%	4.3%
Hispanic	0%	0.8%	3.5%
African American	1.5%	3.3%	8.8%
Students w/ Disab.	0%	3%	6.2%

- ✓ Achernar lowered its Dashboard suspension rate year-over-year schoolwide and amongst all of its numerically significant student subgroups:

SUSPENSION RATE	2017	2018	2019
All Students	6.6%	1%	0.6%
English Learners	3.8%	0.7%	0%
Socio/Disadv	5.9%	1%	0.6%

<b>Hispanic</b>	<b>3.8%</b>	<b>0.3%</b>	<b>0%</b>
<b>African American</b>	<b>10%</b>	<b>2%</b>	<b>1.5%</b>
<b>Students w/ Disab.</b>	<b>5.9%</b>	<b>5.5%</b>	<b>0%</b>

### III. ACADEMIC ENGAGEMENT

- ✓ Achernar’s Dashboard chronic absenteeism rate was lower than the District and State averages in 2018 and 2019 schoolwide and amongst all numerically significant student subgroups:

<b>2018 – C/A RATE</b>	<b>ACHERNAR</b>	<b>DISTRICT AVG.</b>	<b>STATE AVG.</b>
<b>Schoolwide</b>	<b>7%</b>	<b>11.3%</b>	<b>9%</b>
<b>English Learners</b>	<b>3.6%</b>	<b>9.3%</b>	<b>8.6%</b>
<b>Hispanic</b>	<b>4.6%</b>	<b>9.5%</b>	<b>9.7%</b>
<b>Socio/Disadv</b>	<b>6.9%</b>	<b>11.4%</b>	<b>11.4%</b>
<b>Students w/ Disab.</b>	<b>5.5%</b>	<b>16.5%</b>	<b>15.1%</b>
<b>African American</b>	<b>10.6%</b>	<b>18.2%</b>	<b>17.9%</b>

<b>2019 – C/A RATE</b>	<b>ACHERNAR</b>	<b>DISTRICT AVG.</b>	<b>STATE AVG.</b>
<b>Schoolwide</b>	<b>7.3%</b>	<b>10.6%</b>	<b>10.1%</b>
<b>English Learners</b>	<b>4%</b>	<b>9.2%</b>	<b>9.9%</b>
<b>Hispanic</b>	<b>3.8%</b>	<b>9.2%</b>	<b>11%</b>
<b>Socio/Disadv</b>	<b>7.4%</b>	<b>10.8%</b>	<b>12.9%</b>
<b>Students w/ Disab.</b>	<b>2%</b>	<b>14.4%</b>	<b>16.3%</b>
<b>African American</b>	<b>11.9%</b>	<b>16.3%</b>	<b>20.6%</b>

### IV. LOCAL DASHBOARD INDICATORS

- ✓ Achernar achieved a score of “Standard Met” on all local indicators in 2017, 2018, and 2019.

In addition to the state and local indicators, the District is also required to consider clear and convincing evidence showing that the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. (Ed. Code, § 47607.2(b)(3).) As shown herein based on various metrics, Achernar has increased academic achievement over the current charter term.

### V. GROWTH OVER CHARTER TERM

- ✓ The percentage of Achernar students who “Met” or “Exceeded” standards in ELA and Math was higher than the District average in 2017, 2018, and 2019:

<b>ALL STUDENTS</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>2017 – ELA</b>	<b>33.2%</b>	<b>31.45%</b>	<b>+1.75%</b>
<b>2017 – Math</b>	<b>31.04%</b>	<b>24.6%</b>	<b>+6.44%</b>
<b>2018 – ELA</b>	<b>40.82%</b>	<b>34.85%</b>	<b>+5.97%</b>
<b>2018 – Math</b>	<b>37.96%</b>	<b>26.47%</b>	<b>+11.49%</b>

<b>2019 – ELA</b>	<b>41.22%</b>	<b>38.21%</b>	<b>+3.01%</b>
<b>2019 – Math</b>	<b>32.73%</b>	<b>31.44%</b>	<b>+1.29%</b>

- ✓ The percentage of students who “Met” or “Exceeded” standards in ELA and Math was higher for almost all of Achernar’s numerically significant student subgroups than their respective District average in 2017, 2018, and 2019:

<b>2017 – ELA</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>8.07%</b>	<b>6.75%</b>	<b>+1.32%</b>
<b>Hispanic</b>	<b>34.85%</b>	<b>31.53%</b>	<b>+3.32%</b>
<b>Socio/Disadv</b>	<b>33.03%</b>	<b>31.53%</b>	<b>+1.5%</b>
<b>Students w/ Disab.</b>	<b>3.13%</b>	<b>8%</b>	<b>-4.87%</b>
<b>African American</b>	<b>31.85%</b>	<b>23.82%</b>	<b>+8.03%</b>

<b>2017 – MATH</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>14.28%</b>	<b>9.67%</b>	<b>+4.61%</b>
<b>Hispanic</b>	<b>35.34%</b>	<b>24.7%</b>	<b>+10.64%</b>
<b>Socio/Disadv</b>	<b>31.58%</b>	<b>24.7%</b>	<b>+6.88%</b>
<b>Students w/ Disab.</b>	<b>0%</b>	<b>7.83%</b>	<b>-4.87%</b>
<b>African American</b>	<b>26.54%</b>	<b>16.26%</b>	<b>+10.28%</b>

<b>2018 – ELA</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>15.79%</b>	<b>5.44%</b>	<b>+10.35%</b>
<b>Hispanic</b>	<b>42.76%</b>	<b>34.25%</b>	<b>+8.51%</b>
<b>Socio/Disadv</b>	<b>41.01%</b>	<b>34.25%</b>	<b>+6.76%</b>
<b>Students w/ Disab.</b>	<b>9.38%</b>	<b>9.95%</b>	<b>-0.57%</b>
<b>African American</b>	<b>38.32%</b>	<b>26.44%</b>	<b>+11.88%</b>

<b>2018 – MATH</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>22.8%</b>	<b>7.74%</b>	<b>+15.06%</b>
<b>Hispanic</b>	<b>41.30%</b>	<b>25.95%</b>	<b>+15.35%</b>
<b>Socio/Disadv</b>	<b>38.07%</b>	<b>25.95%</b>	<b>+12.12%</b>
<b>Students w/ Disab.</b>	<b>3.13%</b>	<b>8.87%</b>	<b>-5.74%</b>
<b>African American</b>	<b>33.64%</b>	<b>17.72%</b>	<b>+15.92%</b>

<b>2019 – ELA</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>11.11%</b>	<b>6.39%</b>	<b>+4.72%</b>
<b>Hispanic</b>	<b>41.52%</b>	<b>38.7%</b>	<b>+2.82%</b>
<b>Socio/Disadv</b>	<b>41.25%</b>	<b>38.7%</b>	<b>+2.55%</b>
<b>African American</b>	<b>41.12%</b>	<b>28.86%</b>	<b>+12.26%</b>

<b>2019 – MATH</b>	<b>ACHERNAR</b>	<b>DISTRICT</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>5.66%</b>	<b>9.67%</b>	<b>-4.01%</b>
<b>Hispanic</b>	<b>34.71%</b>	<b>31.77%</b>	<b>+2.94%</b>
<b>Socio/Disadv</b>	<b>32.63%</b>	<b>31.77%</b>	<b>+0.86%</b>

<b>African American</b>	<b>28.97%</b>	<b>20.66%</b>	<b>+8.31%</b>
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- ✓ The percentage of Achnar students who "Met" or "Exceeded" standards in ELA and Math was higher than the Resident Schools<sup>1</sup> Median in 2018 and 2019:

<b>ALL STUDENTS</b>	<b>ACHERNAR</b>	<b>RESIDENT SCHOOLS</b>	<b>MARGIN</b>
<b>2018 – ELA</b>	<b>40.82%</b>	<b>27.81%</b>	<b>+13.01%</b>
<b>2018 – Math</b>	<b>37.96%</b>	<b>22.04%</b>	<b>+15.92%</b>
<b>2019 – ELA</b>	<b>41.22%</b>	<b>37.63%</b>	<b>+3.59%</b>
<b>2019 – Math</b>	<b>32.73%</b>	<b>30.94%</b>	<b>+1.79%</b>

- ✓ The percentage of students who "Met" or "Exceeded" standards in ELA and Math was higher for almost all of Achnar's numerically significant student subgroups than their respective Resident Schools Median in 2018 and 2019:

<b>2018 – ELA</b>	<b>ACHERNAR</b>	<b>RESIDENT SCHOOLS</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>15.79%</b>	<b>5.17%</b>	<b>+10.62%</b>
<b>Hispanic</b>	<b>42.76%</b>	<b>28.24%</b>	<b>+14.52%</b>
<b>Socio/Disadv</b>	<b>41.01%</b>	<b>27.43%</b>	<b>+13.58%</b>
<b>Students w/ Disab.</b>	<b>9.38%</b>	<b>11.11%</b>	<b>-1.73%</b>
<b>African American</b>	<b>38.32%</b>	<b>22.22%</b>	<b>+16.10%</b>

<b>2018 – MATH</b>	<b>ACHERNAR</b>	<b>RESIDENT SCHOOLS</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>22.8%</b>	<b>5.27%</b>	<b>+17.53%</b>
<b>Hispanic</b>	<b>41.30%</b>	<b>22.62%</b>	<b>+18.68%</b>
<b>Socio/Disadv</b>	<b>38.07%</b>	<b>22.32%</b>	<b>+15.75%</b>
<b>Students w/ Disab.</b>	<b>3.13%</b>	<b>6.25%</b>	<b>-3.12%</b>
<b>African American</b>	<b>33.64%</b>	<b>7.41%</b>	<b>+26.23%</b>

<b>2019 – ELA</b>	<b>ACHERNAR</b>	<b>RESIDENT SCHOOLS</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>11.11%</b>	<b>3.49%</b>	<b>+7.62%</b>
<b>Hispanic</b>	<b>41.52%</b>	<b>37.79%</b>	<b>+3.73%</b>
<b>Socio/Disadv</b>	<b>41.25%</b>	<b>36.62%</b>	<b>+4.63%</b>
<b>African American</b>	<b>41.12%</b>	<b>18.18%</b>	<b>+22.94%</b>

<b>2019 – MATH</b>	<b>ACHERNAR</b>	<b>RESIDENT SCHOOLS</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>5.66%</b>	<b>9.46%</b>	<b>-3.8%</b>

<sup>1</sup> Achnar's "Resident Schools" include the following: Jefferson Elementary, Martin Luther King, Anderson Elementary, Rosecrans Elementary, Mayo Elementary, Lindbergh Elementary, Helen Keller Elementary, Lynwood Middle School, Willowbrook Middle School, and Davis Middle School.

<b>Hispanic</b>	<b>34.71%</b>	<b>34.71%</b>	<b>0%</b>
<b>Socio/Disadv</b>	<b>32.63%</b>	<b>30.30%</b>	<b>+2.33%</b>
<b>African American</b>	<b>28.97%</b>	<b>12.5%</b>	<b>+16.47%</b>

- ✓ The percentage of students who “Met” or “Exceeded” standards in ELA and Math was higher for almost all of Acher nar’s numerically significant student subgroups than their respective State average in 2018 and 2019:

<b>2018 – ELA</b>	<b>ACHERNAR</b>	<b>STATE</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>15.79%</b>	<b>12.63%</b>	<b>+3.16%</b>
<b>Hispanic</b>	<b>42.76%</b>	<b>39.16%</b>	<b>+3.6%</b>
<b>Socio/Disadv</b>	<b>41.01%</b>	<b>37.69%</b>	<b>+3.32%</b>
<b>Students w/ Disab.</b>	<b>9.38%</b>	<b>14.98%</b>	<b>-5.6%</b>
<b>African American</b>	<b>38.32%</b>	<b>32.27%</b>	<b>+6.05%</b>

<b>2018 – MATH</b>	<b>ACHERNAR</b>	<b>STATE</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>22.8%</b>	<b>12.57%</b>	<b>+10.23%</b>
<b>Hispanic</b>	<b>41.30%</b>	<b>26.65%</b>	<b>+14.65%</b>
<b>Socio/Disadv</b>	<b>38.07%</b>	<b>26.23%</b>	<b>+11.84%</b>
<b>Students w/ Disab.</b>	<b>3.13%</b>	<b>11.89%</b>	<b>-8.76%</b>
<b>African American</b>	<b>33.64%</b>	<b>19.74%</b>	<b>+13.9%</b>

<b>2019 – ELA</b>	<b>ACHERNAR</b>	<b>STATE</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>11.11%</b>	<b>12.81%</b>	<b>-1.7%</b>
<b>Hispanic</b>	<b>41.52%</b>	<b>40.81%</b>	<b>+0.71%</b>
<b>Socio/Disadv</b>	<b>41.25%</b>	<b>39.19%</b>	<b>+2.06%</b>
<b>African American</b>	<b>41.12%</b>	<b>33.19%</b>	<b>+7.93%</b>

<b>2019 – MATH</b>	<b>ACHERNAR</b>	<b>STATE</b>	<b>MARGIN</b>
<b>English Learners</b>	<b>5.66%</b>	<b>12.58%</b>	<b>-6.92%</b>
<b>Hispanic</b>	<b>34.71%</b>	<b>28.05%</b>	<b>+6.66%</b>
<b>Socio/Disadv</b>	<b>32.63%</b>	<b>27.48%</b>	<b>+5.15%</b>
<b>African American</b>	<b>28.97%</b>	<b>20.55%</b>	<b>+8.42%</b>

## VI. GROWTH IN ELA AND MATH

- ✓ Acher nar experienced growth in ELA over the current charter term schoolwide and amongst all numerically significant student subgroups:

<b>ELA</b>	<b>2017 Distance From Standard</b>	<b>2019 Distance From Standard</b>	<b>CHANGE</b>
<b>All Students</b>	<b>-41.6</b>	<b>-25.6</b>	<b>+21.7</b>
<b>English Learners</b>	<b>-52.5</b>	<b>-37.5</b>	<b>+15</b>
<b>Hispanic</b>	<b>-39.6</b>	<b>-27.9</b>	<b>+11.7</b>
<b>Socio/Disadv</b>	<b>-41.7</b>	<b>-26.2</b>	<b>+15.5</b>

African American	-43	-21.3	+21.7
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ELA	2017 "Met" or "Exceeded"	2019 "Met" or "Exceeded"	CHANGE
All Students	33.2%	41.22%	+8.02%
English Learners	8.07%	11.11%	+3.04%
Hispanic	34.85%	41.52%	+6.67%
Socio/Disadv	33.03%	41.25%	+8.22%
African American	31.85%	41.12%	+9.27

- ✓ Achernar experienced growth in Math over the current charter term schoolwide and amongst its African American and socioeconomically disadvantaged student subgroups:

MATH	2017 Distance From Standard	2019 Distance From Standard	CHANGE
All Students	-45.2	-39.8	+14.6
Socio/Disadv	-44.8	-40.8	+4
African American	-60.4	-45.8	14.6

MATH	2017 "Met" or "Exceeded"	2019 "Met" or "Exceeded"	CHANGE
All Students	31.04%	32.73%	+1.69%
Socio/Disadv	31.58%	32.63%	+1.05%
African American	26.54%	28.97%	+2.43%

## VII. GROWTH FOR ENGLISH LEARNERS

- ✓ Achernar's reclassification rate increased over the current charter term, going from 0% in 2017 to 17.8% in 2019.

## VIII. GROWTH IN SCHOOL CLIMATE

- ✓ Achernar lowered its suspension rate over the current charter term, going from 6.3% in 2017 to 0.6% in 2020.
- ✓ Achernar did not expel a single student over the current charter term.

## IX. GROWTH ON INTERNAL ASSESSMENTS

- ✓ Achernar demonstrated academic growth as measured by the school's i-Ready Diagnostic assessments in ELA and Math schoolwide and across all statistically significant student groups in 2018 and 2019. The below chart contains the percentage of students to score on or above grade level. A further discussion of the use of i-Ready as a valid and verifiable data source is below.



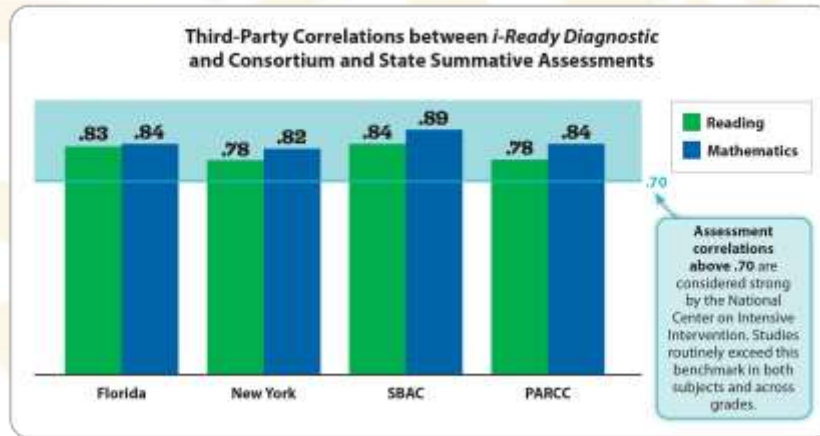
<b>2018-2019</b>			
	<b>Beginning of the Year Diagnostic</b>	<b>End of the Year Diagnostic</b>	<b>Change</b>
<b>Schoolwide – ELA</b>	16%	37%	+21
<b>Schoolwide – Math</b>	15%	41%	+26
<b>African American - ELA</b>	18%	34%	+16
<b>African American – Math</b>	15%	43%	+28
<b>Hispanic/Latino – ELA</b>	15%	35%	+20
<b>Hispanic/Latino – Math</b>	16%	42%	+26
<b>English Learners – ELA</b>	7%	19%	+12
<b>English Learners – Math</b>	5%	25%	+20
<b>Socioeconomically Disadvantaged – ELA</b>	17%	39%	+22
<b>Socioeconomically Disadvantaged – Math</b>	16%	42%	+26

In 2019-2020, due to school closures as a result of COVID-19 we only have half a year of data. Still, we see growth in this half a year proportional to the full year’s growth our students had the year before.

<b>2019-2020</b>			
	<b>Beginning of the Year Diagnostic</b>	<b>Middle of the Year Diagnostic</b>	<b>Change</b>
<b>Schoolwide – ELA</b>	16%	26%	+10
<b>Schoolwide – Math</b>	12%	23%	+11
<b>African American - ELA</b>	15%	25%	+10
<b>African American – Math</b>	12%	22%	+10
<b>Hispanic/Latino – ELA</b>	15%	26%	+11
<b>Hispanic/Latino – Math</b>	14%	24%	+10
<b>English Learners – ELA</b>	5%	12%	+7
<b>English Learners – Math</b>	3%	9%	+6

<b>Socioeconomically Disadvantaged – ELA</b>	17%	29%	+12
<b>Socioeconomically Disadvantaged – Math</b>	13%	23%	+10

Explanation of using iReady as verified data: In line with current renewal criteria, we have identified our source of verified data. We are using i-Ready Diagnostic Assessments as our verified data source to show growth. i-Ready data is derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced, the definition of verified data. As a result, data from i-Ready provides a valid predictor of SBAC proficiency, as measured by a high correlation between the two. In 2017-18, Curriculum Associates, in partnership with the Educational Research Institute of America, conducted a large-scale study on the relationship between the i-Ready diagnostic and the 2018 SBAC (as well as other national assessments). Results showed a statistical correlation between the i-Ready diagnostic and SBAC scale scores across all grades and in both subject areas, as well as a clear correlation between i-Ready Grade-Level Placements and SBAC achievement levels, as the graph below shows:



As is shown above, the iReady average correlation in ELA of 0.84, and in math of 0.89, exceeds the correlation that the National Center on Intensive Intervention considers “strong” (0.70).

We are proud of our students’ continued growth in terms of academic achievement, and have plans in place to address areas of improvement (see more below). Achnar more than meets the legal standard for a five-year charter renewal under Education Code section 47607.2(b)(7).

**Success of the key features of the educational program**

The abovementioned successes as reflected in the Dashboard can be attributed to the effective implementation of the key features of the educational program:

- Principles of Learning (POLs) and Growth Mindset: Principles of Learning are research-based approaches to learning developed by Lauren Resnick. It is the firm belief that intelligence is not fixed and innate, but rather learned through building habits of mind. Smart is not something you *are* it is something you *do*. Under these 9 Principles of Learning, teachers create a learning environment that fosters the habits of mind—in this environment, students are self-managing their own learning, thinking about their thinking, recognizing their own accomplishments and growth, and holding each other accountable. Teachers embed these principles in their teaching and have students reflect on it as well. The 9 Principles of Learning supports all student groups served by the school by encouraging students to set goals based on where they are and where they want to go, and giving them the tools to meet those goals and be successful school and in life. In particular, this can be seen through the teaching of Growth Mindset and through “Data Chats” as students set goals for themselves for upcoming iReady diagnostics.
- Project Based Learning (PBL): Through Project Based Learning students learn how to conduct research based on inquiry questions and learn to use problem solving skills to find answers to questions. One example of this is the Dream Project, where students take a United Nations Millennium Development Goal and delve into its causes, effects and what actions can be taken to remediate them. Students partake in learning activities to help them gain an awareness of global issues and how to tackle them. Performance Tasks are another way that Project Based Learning can be seen in the school. Classes take on real world situations, such as planting a garden, developing a theme park or trying to determine how much of the city’s budget will go into fixing potholes, and work backwards to find a solution through the completion of numerous tasks. Students work in cooperative learning teams supporting each other and their individual needs. Project Based Learning supports student groups because it allows for students to generate and implement their own ideas, and work on tasks at their own pace in a collaborative fashion to support language development. Tasks are differentiated to support all student groups. Teachers facilitate student learning using differentiated strategies, targeted specific instruction, and the development of content-specific and academic language. As a result, in the ELA CAASPP for the past few years, the area in which the highest percentage of our students (schoolwide and student groups) scored “Above Standard” was Research/Inquiry, followed by Reading. We attribute the strength of students in Research/Inquiry to our consistent use of Project Based Learning from Kindergarten through 8<sup>th</sup> grade, during which time students engaged in Research and Inquiry on a regular basis.
- Culturally Relevant and Responsive Pedagogy (CRRE): The cultures from which our students come are valued assets that are discussed, understood, and respected in the classrooms and used to enhance student learning. ISANA teachers incorporate culturally responsive teaching and learning to tap into students’ prior knowledge and interests. Teachers plan lessons keeping in mind student demographics – for example, utilizing Spanish cognates in order to draw closer lingual-connections or using literature that reflects the African American experience. Teachers embed culturally relevant support and awareness for all student groups both by focusing on characteristics of the group and bringing in examples of other groups.

- Visual and Performing Arts (VAPA) Program: All ISANA students participate in a robust Visual and Performing Arts program, which includes dancing, singing, and acting. Physical activity as well as the Visual and Performing Arts Content Standards. They learn the dances and styles from around the world as they put on productions throughout the year for parents and the community. Students learn first-hand the rigors and joys of practice leading to a recital before an audience from Performing Arts teachers who are highly skilled in their respective disciplines. The VAPA program aligns with classroom instruction through its intersection with the specific Project-Based Learning (PBL) units of the grade level; academics, therefore, Through the teaching of the Arts as part of Project Based Learning are woven into the fabric of show and culminating task preparation. Teachers encourage students to explore not only the performance aspect of the production, but also how the themes within the storyline have shaped society.
- The Expanded Learning (“EXL”) Program, featured for its innovation and effectiveness in LACOE’s “new program spotlight platform” in 2020, is available to all ISANA students. The ISANA Expanded Learning program is comprised of conscious, well-trained, dedicated individuals. The EXL program maximizes opportunities to embed technology into all aspects of programming to ensure that students are adequately prepared to succeed in a digital world. The EXL Department is committed to fostering internal and external collaborations to provide students with access to professionals, organizations and experiences that broaden their horizons and inspire future aspirations. EXL Program’s core components are Homework Assistance, Academic Enrichment, Social Enrichment, Physical & Health Enrichment, Literacy, STEM, and Career Development. In addition to providing a safe and supportive environment for homework completion, the EXL Program aligns itself to day school pacing guides and common core standards to offer an extension to day school instruction that is collaborative and engaging. During Social Enrichment students are exposed to programs such as Kidsmartz, Netsmartz, Every Monday Matters, Scrabble, Clever Crazes, virtual field trips, and a variety of ISANA created social emotional activities designed to facilitate healthy social-emotional development. The implementation of programs such as Speed Stacks, US Soccer Foundation, BOK Kids, and CATCH curriculum ensure that students receive a rigorous and structured physical and health enrichment experience. In addition to the core components, students participate in trimester projects such as the EXL Reader’s Theater program, a series of weekly book clubs that culminate in a student created and produced performance, Fun Friday Science Club, a series of weekly science experiments which culminates in a school wide Science Showcase for each grade level, and Futuristic Friday’s, a series of college and career exploration workshops which culminates with a student success showcase. Through partnerships with The National Center for Missing and Exploited Children, LACOE Expanded Learning unit, Reebok, Girl Scouts, Every Monday Matters, US Soccer Foundation, Clever Crazes and Scrabble, students are provided with access to a variety of enrichment programs that complement their academic, social, and emotional development.
- Socio-emotional focus: A major focus is the socio-emotional wellness of its students. ISANA establishes a positive school culture and effective discipline practices consistent with the District’s Discipline Foundation Policy by establishing school wide behavioral expectations and training staff (both certificated and classified) in topics such as Love

and Logic, Trauma-Informed Instruction, De-Escalation Strategies, Peace Tree, PBIS, CoST (Coordination of Services Team), Growth Mindset, Emotional Intelligence, and other interventions that maintain a positive school culture. Staff uses what they have learned through ongoing professional development to serve as role models and maintain positive relationships with students and families. We have undergone and given professional development to staff, students, and families in Growth Mindset and the Love and Logic approach to positive discipline, a philosophy of raising and teaching children, which allows them to grow through their mistakes and live with the consequences of their choices. Training focuses on skills such as neutralizing student arguments, delayed consequences, empathy, the recovery process, developing positive teacher/student relationships setting limits with enforceable statements, using choices to prevent power struggles, quick and easy preventative interventions, and guiding students to own and solve their problems. Further, the Pupil Services Team partners with Principals to provide staff with Love and Logic: Adults Supporting Youth with Challenging Past (Trauma Informed Care) training. This curriculum included modules such as: Attachment Relationships are the Foundation, Dealing with Defiance and Other Difficult Behavior, Nothing Works Without Sincere Empathy, Setting Limits While Minimizing Power Struggles, Supporting Learning and Achievement at School, and Empowering Them Toward Success in Life. Additionally, the Pupil Services Department has developed the ISANA Mental Health and Wellness curriculum, and has also purchased the “Second Step” social-emotional learning curriculum. Through a series of classroom and school-wide guidance lessons and activities for students, families, and staff, we seek to strengthen the social-emotional competence of all stakeholders, giving them access to health and wellness tool to gain a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions; the ability to set and achieve goals; recognition of one’s creatives skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to create and maintain satisfying relationships.

- The Dashboard color of “Green” for suspension rate, and “Green” or “Blue” for all student groups at Achernar, show the effectiveness of our SEL Focus.
- Coordination of Services Team (CoST) is the learning support umbrella structure that brings together all support service providers at a school site. It consists of a team of school staff members that meets on a regular (weekly or bi-weekly) basis to provide a systematic, preventative approach to student intervention. This process allows staff to: discuss student concerns (behavioral, social, learning, attendance, welfare) before they escalate; recommend tier 1-2 interventions prior to involving parents; provide support for classroom teachers; and regularly monitor student response to interventions.
- Use of Technology: One of our greatest successes is the use and implementation of technology into our curriculum. ISANA Achernar Academy currently owns 450 laptops for classroom use and 520 Chromebooks for distance learning, resulting in a Chromebook for every student. Teachers plan lessons that integrate technology with student projects. Currently, teachers and students use Windows laptops and Chromebooks weekly for distance learning in either Google Classroom or SeeSaw LMS. Zoom video conferencing is utilized for live virtual classrooms. To better facilitate distance learning, teachers are equipped with current-generation laptops, drawing tablets, and wireless

headsets. Teachers collaborate via Microsoft Teams as well as the ISANA Sharepoint Intranet. Students access a majority of their learning applications securely through Clever SSO. Students use ST Math, iReady, Amplify Science, CommonLit, ReadWorks, G Suite for Education, Office 365 among others. Students also use their Chromebooks for practice and online Assessments. As necessary, students are provided a CIPA compliant hotspot to facilitate Internet access. Additionally, every classroom is equipped with a high definition document camera and projector for instructional use. ISANA also uses PowerSchool as our student information system. Through PowerSchool, parents log into their child's grade-book at their convenience to monitor and track their child's attendance, meals, and academic progress. We will continue to develop our student-centered, inclusive technology program to improve learning outcomes by incorporating beneficial digital technology to prepare our students for the future. We will integrate technology such as live streaming media, dedicated technology lab, virtual reality, robotics, computer coding, as well as other learning tools, e.g. immersive reader and voice recognition, to meet the needs of our diverse learners.

- **Communication and Collaboration:** Another success is systems of communication and collaboration with teachers and parents. Teachers feel supported by each other and work collaboratively to increase student achievement. Teachers meet weekly in grade-level teams to analyze and disaggregate data, use the data to drive instruction, to share successful strategies, and to support each other. Teachers also communicate with parents on a regular basis regarding the academic progress of their child. At ISANA we believe in multiple ways and methods of communication. Conferences, classroom newsletters, emails, texting, and phone calls are just a few examples of communication methods between teachers and parents. PowerSchool and communication applications such as ClassTag, Class Dojo, School Messenger, or One Call Now are other tools for communication with parents regarding their children. In addition, the administrative team has an open-door policy for teachers to address concerns and to offer support. ISANA will continue to hire credentialed teachers who have a commitment to and passion for working with students from underserved communities. ISANA's in-seat student attendance rate of 97% is a testament to a school environment in which teachers genuinely care about each student and students in turn are motivated to come to school and learn.
- **Data-driven instruction and a Data-driven culture –** On a weekly and bi-monthly basis, teachers analyze i-Ready weekly instruction and/or and I-Ready assessment results to identify student strengths and areas of need. This data is then used to guide lesson planning and design for the next week, or assessment period. "Data Chats" and transparent data conversations are held regularly with students, staff, families and the Governing Board.
- **Governing Board -** Finally, the governing board of ISANA has made strategic decisions over the course of this charter term in order to set our schools up for continued success. The governing board consists of educators and leaders who are able to make sound decisions that affect the educational program at ISANA based on first-hand experiences as classroom teachers, coordinators and administrators. In addition, ISANA board members

also have legal and business experience and make sound legal and business decisions for the school. Specifically, the ISANA board has made decisions that contribute to ISANA's success in the following ways:

- Teacher Recruitment – Our teacher salaries are competitive, which allows us to selectively recruit qualified candidates. Qualified teachers are recruited through various search methods, such as EdJoin and partnerships with Schools of Education at local universities such as Pepperdine University, University of Southern California, University of California Los Angeles, Occidental College, California State University Los Angeles, and California State University Dominguez Hills.
- Salary, benefits, and class size – In the midst of rising insurance costs, the ISANA board prioritized ISANA's benefits package, maintained small class sizes, and has developed the ISANA Educator Effectiveness Plan to define and recognize effective educators. This has had a significant positive impact on teacher retention, staff morale, and maintaining small classroom learning environments.
- Meal Program – The ISANA board has approved our meal policy where all students, regardless of free or reduced lunch status, are fed breakfast and/or lunch to ensure that hunger is not an obstacle to learning.
- Reallocation of Resources – The ISANA board members exemplify their commitment to academic excellence through their decision to reallocate and prioritize resources. A few examples are as follows:
  - Increasing the allocation for technology (laptop purchase, technology infrastructure)
  - Reallocating resources for professional development for all staff (for the Professional Development Conference)
  - Creating objectives and directing resources to their Statement in Support of Black Lives.

### **Success of the school's educational program in meeting the needs of its student groups**

English Learners – Several metrics show successful progress of ISANA Achnar Academy's English Learners, including its metrics in reclassification rate and Long-Term English Learners:

- ✓ The reclassification rate of English Learners has steadily increased each year over the current renewal term, and in 2018-19 its reclassification rate of 17.8% *surpassed* the District average (15.3%), the County average (17.7%), and the State average (13.8%) (information from Dataquest).
- ✓ The percentage of English Learners classified as "Long-Term English Learners" ("LTELs") has remained under the District, the County, and the State percentages for each of the years of our charter except for one. For example, Achnar's percentage of LTELs in 2019-20 was 3.8%, compared to the District (9.8% in 2019-20), the County (7.6% in 2019-20), and the State (8.9% in 2019-20) (information from Dataquest).

The 2019 Dashboard also shows how Achnar's English Learners are outperforming state averages on the ELA and Math academic indicators:

- ✓ English Learners at Achernar scored higher than the English Learner State average on the 2019 CAASPP in ELA (Achernar English Learners' average was 37.5 points below standard, compared to the statewide average of 45.1 points below standard).
- ✓ English Learners at Achernar scored higher than the English Learner State Average in Math on the 2019 CAASPP, 43.6 points below standard compared to the statewide average of 68.6 points below standard.

African-American, Latino, and Socio-Economically Disadvantaged Students – ISANA teachers incorporate culturally responsive teaching and learning to tap into students' prior knowledge and interests. In addition, teachers practice clear expectations, incorporate a variety of strategies and techniques to check for understanding, and deliver instruction in a variety of modalities to tailor learning for different learning styles. Teachers use data and assessments, formal and informal, to target student needs, create flexible grouping, and guide instruction. Teachers have also been trained in and incorporate Bloom's Taxonomy and Webb's Depths' of Knowledge into classroom planning and instruction.

The African American, Hispanic and Socioeconomically Disadvantaged student groups were numerically significant at Achernar in 2019, and the Dashboard shows they are outperforming District and state averages on all academic indicators by wide margins:

- ✓ African American students at Achernar scored higher than African American students across the state in both ELA and Math. In ELA, Achernar's African American students scored 21.3 points below standard, compared to 47.6 points below standard across the state. In Math, Achernar's students scored 45.8 points below standard, compared to 87.9 points below standard at the state.
- ✓ Hispanic students at Achernar scored higher than the Hispanic student State average on the 2019 CAASPP in Math. In Math, Achernar's Hispanic students scored 36.3 points below standard, compared to 62.2 points below standard across the state,
- ✓ Socioeconomically Disadvantaged students at Achernar scored higher than Socioeconomically Disadvantaged students across the state in both ELA and Math. In ELA, Achernar's Socioeconomically Disadvantaged students scored 26.2 points below standard, compared to 30.1 points below standard across the state. In Math, Achernar's students scored 40.8 points below standard, compared to 63.7 points below standard at the state.

Students with Disabilities – Students with disabilities are provided services according to their IEPs. Teachers are trained in accommodations and modifications and provide accommodations during classroom instruction for students as needed and/or required. The school Resource Specialist Teacher provides a variety of support services such as consulting with classroom teachers, providing push-in and pull-out services, and team-teaching with general education teachers. ISANA has also implemented the learning center model in which both students with IEPs and general education students receive small group instruction from the Resource Specialist Teacher on an as-needed basis.

**Areas of challenge the school has experienced and how the school has improved and/or will improve in such areas**



ISANA Achnar Academy takes great pride in providing a high-quality instructional program to enhance students' growth. Part of this comes from continually identifying areas of challenge and actively combating them. We have identified three such areas based on our 2019 California Dashboard results. What follows is a description of these areas, our action plans, and results we have achieved.

Challenge #1: In the 2018-19 CAASPP assessment, although our student groups continued to outperform their peers across the state in ELA and Math, they showed declines from the year before, affecting their Dashboard rating. We take these declines extremely seriously, and have developed a strategic, intentional, and targeted action plan to increase student outcomes for these student groups, as is explained below.

Action Plan: The following strategies have been employed to ensure all students progress in achievement in ELA and Math:

- Full implementation of iReady, a computer-based program that provides a personalized path for each student using online tools and lessons based upon their areas of need in both ELA and mathematics. We chose iReady after an extensive comparative analysis and pilot of programs because it was research-based, had a track record of predicting how well students would score on the SBAC, and provided the targeted, differentiated assessment and instruction we were looking for. i-Ready allows educators to pinpoint students' strengths and knowledge gaps, monitor student growth, make informed instruction decisions, and design individualized instruction based on students' unique needs. i-Ready also supports teachers in providing access to varying resources, such as the Teacher Toolbox, to support them in reteaching at individualized, small group, and whole class levels of instruction. Under the guidelines of i-Ready, a schoolwide adoption of 45-60 minutes of online learning in reading and math lessons across all grade levels has been implemented.
- ISANA Achnar Academy established Small Groups binders that include:
  - 1. A review of the data and needs of targeted Tier 2 or 3 students
  - 2. Calendar planning of 8 -10 weeks of targeted instruction for these students three times each week.
  - 3. Identification of the i-Ready tools and lessons to be implemented for each ELA and mathematics lesson, including reassessment at the close of the targeted instruction.
  - 4. Use of the Student Tracker to monitor progress and assessment toward proficiency in ELA and mathematics.
- We have provided an Academic Interventionist, who provides targeted small group RTI Instruction in ELA and Math based on specific needs to students identified through the Coordination of Services Team (CoST) process.
- We purchased Chromebooks for all students and hotspots for those who needed them, to ensure that all students had access to learning. This not only helped strengthen, deepen, and broaden learning for students, it also better prepared students for the computer-based CAASPP and ELPAC.
- We offer a robust Expanded Learning program to students free of charge that exposes students to enrichment activities that supplement classroom instruction and support our students' cognitive and emotional development.

- Instructional Coaches and an experienced Principal and Admin-in-Training who coach and support our educators.
- Weekly collaboration between Resource Specialist Teachers and General Education teachers to co-plan and discuss the learning needs of their students with IEPs. The increase in dedicated collaboration time has proven to increase the opportunities for discussions relating to individual student goals and targeted support, while encompassing their individual academic plan. GE and RSP teachers continue to collaborate and share pertinent information during weekly grade-level and collaborative team meetings. GE and RSP teachers communicate with one another as well as with our Instruction and Compliance Specialists regarding service providers who provide direct services to students. Principals regularly attend IEP meetings and remain informed of students' goal(s), progress and services.
- Professional development aimed to increase effectiveness in classroom observations, both formally and informally, to provide meaningful feedback to teachers regarding their implementation of best practices. This directly impacts the conversations with teachers to better strategize on ways to further enhance their teaching practices. Site-based professional development to analyze model Designated ELD lessons, as well as a lesson planning template to directly address gaps observed in Designated ELD lessons. Additionally, grade-level collaboration time focused on analyzing internal data to create actionable steps, which include strategically grouping EL students across all grade-levels to target instruction for the various EL levels.

#### Results:

- Internal Assessments from 2019-2020 showed growth schoolwide and across all student groups in ELA and Math, as described in the previous section.

Challenge #2: English Learners' proficiency in English Language - To ensure that all our students are progressing in their acquisition of the English Language (as measured by the ELPI level on the California Dashboard), we have put several strategies in place, such as:

#### Action Plan:

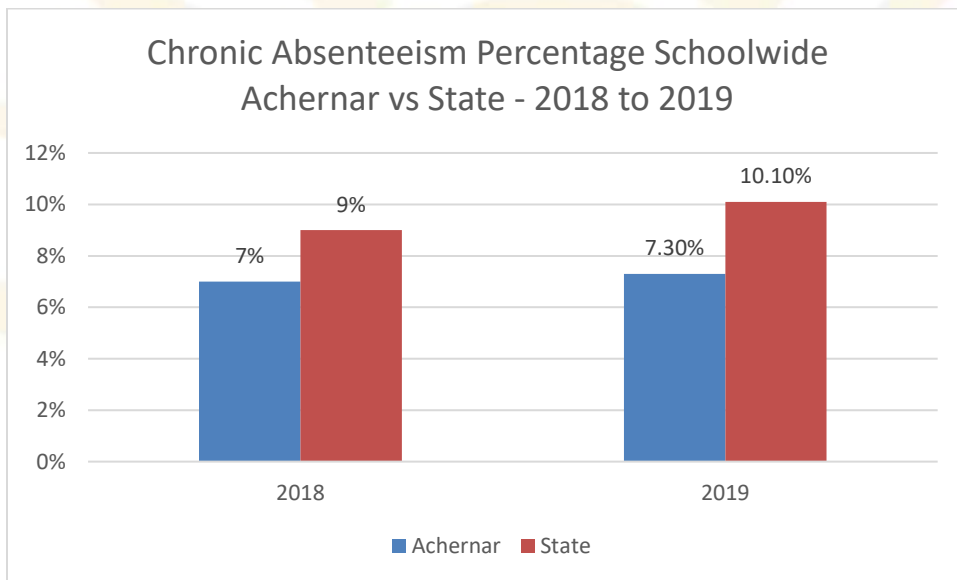
- We purchased the English Learner components of "Raz Kids" and "Brain Pop" in order to provide targeted language support.
- We partnered with CAFE (California Association of Bilingual Education) to develop and provide professional development to teachers, instructional coaches, administrators, and academic interventionists that is focused on implementing a quality and effective ELD program. The partnership with CAFE has allowed us to refine the implementation of integrated and designated ELD as well as monitor the effectiveness of its implementation through staff and grade level PD's, monitoring of weekly lesson plans, coaching and co-teaching in the classroom as well as data analysis and standards mastery. Teachers were trained to use instructional strategies in weekly Professional Developments for teachers to plan these lessons and work collaboratively towards student progress.

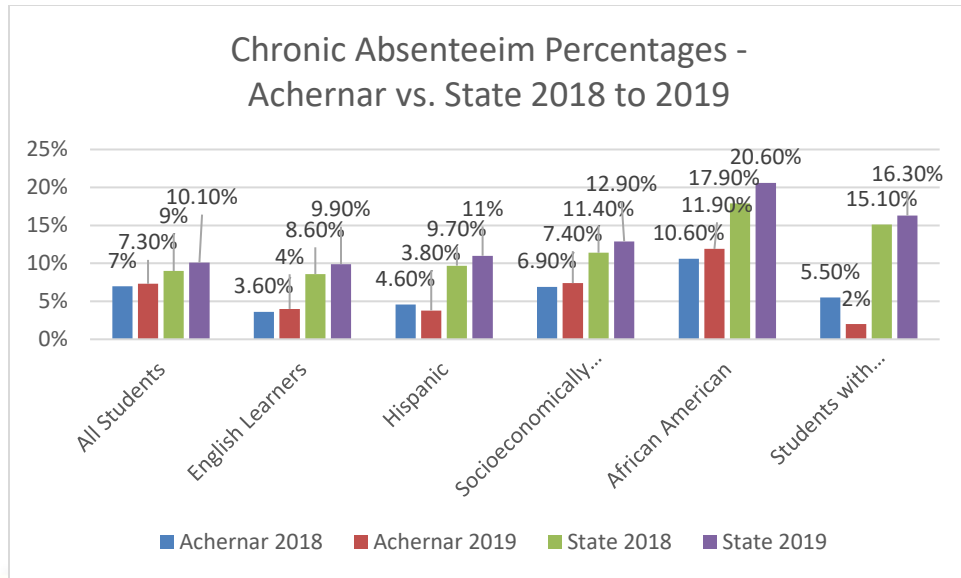
- We purchased Chromebooks for all students, to not only help strengthen, deepen, and broaden learning for students, but also to better prepare students for the computer-based CAASPP as well as ELPAC assessments.

Results: Our reclassification rate has grown each year, and our percentage of students who are designated “Long-Term English Learners” has reduced from last year to this year.

Challenge #3: Our chronic absenteeism color on the California Dashboard changed from Green in 2018 to Yellow in 2019.

On closer inspection, our chronic absenteeism rate maintained with a difference of 0.3% from 2018 to 2019, compared to the state which increased by 1.1%. However, because Achernar’s chronic absenteeism rate declined the year before by 1.9%, we believe this caused a yellow rating. Indeed, as can be seen below, in both 2018-2019 Achernar scored lower than the state schoolwide and in all student groups. We are particularly proud that our Students with Disabilities went from Yellow to Blue, from 5.5% to 2% chronically absent, while the state increased 1.2%. Nonetheless, we strive to always lower our chronic absenteeism rates, so we put the following measures in place.





Action Plan: To decrease our percentage of chronically absent students, we have taken key steps to form a “community of support” around our students who are chronically absent, including:

- Daily phone calls home for every absence – instead of a recorded message to notify a family of their child’s absence, each ISANA family receives a personalized phone call not only informing them that their child is absent, but also checking in with the family and asking how they are doing, and giving resources to support, such as information on free health clinics or mental health supports.
- All educators keeping shared “engagement trackers” to record conversations had with families. In this way, all staff with a legitimate educational interest in the child is privy to this information.
- We have formed “collaborative teams” of educators who support each student, including general education and special education teachers, office staff, the principal, the Student and Family Services Coordinator, and the school counselor. This group meets weekly to discuss challenges and form action plans, and multiple staff members strategically reach out to the family for support.
- We have conducted home visits, and identified supports families have in the community that we can partner with (their friends, family, churches, etc).
- All teachers use a common communication platform to call or text parents/guardians. Parents gave us feedback that the “app” style of this approach works well for them to ensure communication.
- All communication occurs in English and Spanish.

Results: As a result of these efforts, our participation rates during Distance Learning in the Spring of 2020 matched the in-person ADA of August-March at a high level of 97%. This year, our virtual learning participation rate is even higher – at 98.6% to date.

Through ISANA Achernar Academy, the Compton community has gained a community partner to educate their children, hold neighborhood council meetings, and host community events where parents, students, and staff members volunteer to feed families in need. Long-term, the District is benefited by ISANA’s commitment to academic excellence and high expectations, as our students culminate into Compton high schools well-prepared for high school A-G requirements and college preparatory classes.

**Sharing of Promising Practices**

As part of its mission and vision, ISANA seeks to empower not only *its* students and families, but also to empower *all* students and families. We see students as a global community, and believe strongly in the power of collaboration to uplift everyone. For this reason, ISANA offers to share promising practices of the charter school with other traditional and charter public schools serving similar grade levels. The table below shows ways which we *already* share promising practices that we intend to continue, as well as ways we plan to *start* sharing promising practices in our new charter term.

<b>Sharing Promising Practices</b>	
Strategies we already employ and will <i>continue</i> :	Strategies we plan to <i>start</i> :
<ul style="list-style-type: none"> <li>• Our website and social media accounts hold several documents that can be of use to schools who wish to see exemplars, such as our Instructional Plan, our LCAP, and our Fiscal Policies and Procedures, among many others. These documents are available in English and Spanish. We have several schools that follow us on social media, and have already received requests to use these documents as templates, which we are happy to oblige.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold professional development sessions to guide school leaders in how to collaboratively envision, create, and implement these plans.</li> </ul>
<ul style="list-style-type: none"> <li>• We think tank with other school leaders on an adhoc basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with other school leaders to create a forum in which schools can share promising practices, have collaborative conversations, and learn on the topic of the forum. Invite both charter and traditional public schools.</li> </ul>
<ul style="list-style-type: none"> <li>• ISANA leaders have presented best practices at conferences such as the</li> </ul>	<ul style="list-style-type: none"> <li>• Work with more ISANA leaders to present at conferences, and expand the</li> </ul>

California Association of Black School Educators, among others.	scope of the conferences at which we present.
<ul style="list-style-type: none"> <li>• Our Expanded Learning Program has received national attention, including being featured in the CDE’s training guide for EXL programs, being featured in LACOE’s “New Program Spotlight” platform, and being asked to serve on LAUSD and CDE task forces to assist other programs with best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Reach out to schools around us with this information. Additionally, reach out to other top performing schools to find out their best practices and collaboratively share with schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Regularly share updates with Compton’s Charter School Division staff and Compton Board Members.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Compton to form a collaborative on best practice sharing.</li> </ul>

**Projected Student Enrollment**

ISANA Achernar Academy serves students in grades TK – 8th grade. Baseline enrollment in July 2021 will be 502 students in kindergarten through eighth grade. Class size will be 25 students in grades K through third and 30 students in grades fourth through eight. On average, 97.6% of the community’s students qualify for the free or reduced lunch program; and 26.7% of students are English Learners. The community is predominantly Latino and African American.

<b>Year</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>20-25</b>	<b>2025-26</b>
TK/K	65	65	65	75	75
1 <sup>st</sup>	55	60	60	60	70
2 <sup>nd</sup>	54	55	60	60	60
3 <sup>rd</sup>	52	50	50	60	60
4 <sup>th</sup>	50	50	50	50	57
5 <sup>th</sup>	70	50	50	50	50
6 <sup>th</sup>	70	65	50	50	50
7 <sup>th</sup>	46	65	60	50	50
8 <sup>th</sup>	40	46	65	60	50
<b>Total</b>	<b>502</b>	<b>506</b>	<b>510</b>	<b>515</b>	<b>522</b>

Mission

The mission of ISANA is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

## Vision

ISANA will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

### Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

### Mutual Respect

ISANA will foster a culture of mutual respect that builds trust and engages students in learning.

### Qualified Teachers and paraprofessionals

Teachers and paraprofessionals will meet all state certification and licensure requirements.

### Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students' success.

### Respect and Diversity

ISANA will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

## What it Means to Be an Educated Person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> century will be one who is a/an:

- Creative thinker: Creates his/her own solutions/suggestions, brings new insights to the topic, and is able to apply prior learning to new contexts.
- Engaged learner: Applies a learning strategy for a given learning situation.
- Constructor of knowledge: Embarks on understanding tasks and learning.

- Flexible thinker: Adapts to new learning contexts and tasks by connecting, organizing, and working previous skills and knowledge into new structures.
- Critical thinker: Approaches a task by comparing, refining, and selecting from what he or she knows in order to find the best solution to the problem.
- Transfers information: Makes connections to prior knowledge and determines how the information will be used in the future.
- Sense-maker: Re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.
- College and career ready: Uses textual evidence to make claims and support personal opinions, ideas and beliefs while exploring their individual goals to develop targeted skills that apply to 21<sup>st</sup> century career paths
- Technologically proficient: With integrated technology across the curriculum, builds, creates, collaborates and innovates so that they can tackle any technological challenge.

### **How Learning Best Occurs**

ISANA will achieve its mission and vision by implementing its five Core Practice Benchmarks. These Core Practice Benchmarks align to the needs of our target population as they develop an environment in which students' individual needs and backgrounds are brought in, whether that is through the learning activities and active pedagogy, culture building activities, multiple sources of data, or structures for getting to know students.

#### **I. Learning Activities**

- a. Implementing clear challenging learning activities across the school
- b. Designing compelling topics and guiding questions
- c. Designing project-based activities
- d. Incorporating fieldtrips, local expertise, and service learning
- e. Producing and presenting high quality student work

#### **II. Active Pedagogy**

- a. Using effective instructional practices school-wide
- b. Teaching reading across the disciplines
- c. Teaching writing across the disciplines
- d. Teaching inquiry-based math, science and social studies
- e. Learning in and through the Arts
- f. Using effective assessment practices

#### **III. Culture and Character**

- a. Building school culture and fostering character



- b. Ensuring equity and high expectations
- c. Fostering a safe, respectful, and orderly community
- d. Promoting adventure and fitness
- e. Developing a professional community
- f. Engaging families in the life of the school

IV. Leadership and school improvement

- a. Providing leadership in curriculum, instruction, and school culture
- b. Sharing leadership and building partnerships
- c. Using multiple sources of data to improve student achievement

V. Structures

- a. Designing time for student and adult learning
- b. Creating structures for becoming well acquainted with students

**Annual Goals and Actions**

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #1</b>	
<p>Students will master the skills of the Common Core State Standards and California State Standards.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1      <input checked="" type="checkbox"/> 4      <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2      <input type="checkbox"/> 5      <input checked="" type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3      <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: Parent Engagement</p> <p><input type="checkbox"/>: Basics: Instruct. materials</p>
<b>Specific Annual Actions to Achieve Goal</b>	
<ul style="list-style-type: none"> <li>• Professional development for teaching all students</li> <li>• Professional development for teaching student groups</li> <li>• Purchase of standards-aligned instructional materials</li> <li>• Provision of intervention for students not meeting grade level proficiency</li> <li>• After school tutoring for students in need of additional support</li> <li>• Parent involvement/translation for parent involvement</li> <li>• Provision of targeted instruction for identified students</li> <li>• Technology/network maintenance ongoing throughout the school year</li> <li>• Technology/computer maintenance ongoing throughout the school year</li> <li>• Opportunities for staff to attend conferences and/or receive training from guest speakers/trainers</li> <li>• Provision of counseling for foster youth as needed</li> <li>• Workshops/resources for foster families on social-emotional and academic topics</li> <li>• Track student progress on an on-going basis and analyze data regularly</li> </ul>	
<b>Expected Annual Measurable Outcomes</b>	

**Outcome #1:** All students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments.

**Metric/Method for Measuring:** Performance on statewide CAASPP Assessments and/or Internal Assessment

APPLICABLE STUDENT GROUPS	Baseline (18-19 CAASPP)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	ELA – 41.22% Math– 32.73%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	ELA – 11.11% Math– 5.66%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	ELA – 41.25% Math– 32.63%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Students with Disabilities	ELA – 7.14% Math– 0.00%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Latino Students	ELA – 41.52% Math– 34.71%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
African American	ELA – 41.12% Math – 28.97%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

**Outcome #2:** Common Core State Standards will be implemented for ALL students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.

**Metric/Method for Measuring:** Teacher Observations

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./ Low Income Students	100%	100%	100%	100%	100%	100%

Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
African American	100%	100%	100%	100%	100%	100%

**Outcome #3:** All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in PowerSchool (SIS).

**Metric/Method for Measuring:** Enrollment in a Broad Course of Study

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
African American	100%	100%	100%	100%	100%	100%

**Outcome #4:** All students will have access to standards-aligned instructional materials, as measured by proof of purchase.

**Metric/Method for Measuring:** Access to Standards-Aligned Instructional Materials

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
African American	100%	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES

### GOAL #2

English Learners will master the skills of the English Language Development Standards, Common Core State Standards, and California State Standards.

Related State Priorities:

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 6            |                                       |

Local Priorities:  
: Parent Engagement  
: Basics: Instructional Materials

**Specific Annual Actions to Achieve Goal**

- Parent Participation-Hold and translate parent meetings and workshops
- Provide extended learning opportunities for English Learners in the afterschool Expanded Learning program
- Track English Learner progress on an on-going basis and analyze data regularly
- Provide English Learner Focused Professional Development
- Training in English Learner Development strategies
- Monitoring the progress of reclassified students
- Provision of intervention for Long Term English Learners and students not making adequate progress toward reclassification
- Conduct teacher observations and provide feedback to help ensure the implementation of effective instructional strategies
- Gather input from teachers and staff to guide in the planning of professional development
- Hold Leadership Team Meetings to plan professional development to target the needs of student groups

**Expected Annual Measurable Outcomes**

**Outcome #1:** Annual reclassification rate will increase by 1% from the year before and/or exceed 10% of English Learners as measured by CALPADS reporting.

**Metric/Method for Measuring:** English Learner Reclassification Rate from DataQuest

APPLICABLE STUDENT GROUPS	Baseline (18-19 Data)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	17.80%	1% increase above year before and/or over 10%.	1% increase above year before and/or over 10%.	1% increase above year before and/or over 10%.	1% increase above year before and/or over 10%.	1% increase above year before and/or over 10%.

**Outcome #2:** The percentage of students making progress towards English language proficiency will be increase annually by at least 2%, and/or be higher than the state average, as measured by the California Dashboard English Learner Progress metric

**Metric/Method for Measuring:** English Learner Progress on the Dashboard

APPLICABLE STUDENT GROUPS	Baseline (19-20 California Dashboard ELPI)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	36.9%	2% increase above baseline and/or higher than	4% increase above baseline and/or higher than	6% increase above baseline and/or higher than	8% increase above baseline and/or higher than	10% increase above baseline and/or higher than

		state average.	state average	higher than state average	state average	state average
<b>Outcome #3:</b> The percentage of English Learners proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments <b>Metric/Method for Measuring:</b> Performance in ELA and Math on SBAC and Internal Assessments						
APPLICABLE STUDENT GROUPS	Baseline (19-20 CAASPP)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	ELA – 11.11% Math– 5.66%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
<b>Outcome #4:</b> All English Learners will have access to and be taught the Common Core State Standards, CA State Standards and the ELD Standards, as measured by teacher observations. <b>Metric/Method for Measuring:</b> Teacher Observations						
APPLICABLE STUDENT GROUPS	Baseline (19-20 Observations)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	100%	100%	100%	100%	100%	100%
<b>Outcome #5:</b> Increase the number of opportunities for parents/families to receive training on school programs and academic initiatives specifically for parents/families of English Learners, as measured by a minimum of two workshops held annually. <b>Metric/Method for Measuring:</b> Workshop Agendas						
APPLICABLE STUDENT GROUPS	Baseline (19-20 Data)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	A minimum of 2 workshops were held	2 or more workshops held	2 or more workshops held	2 or more workshops held	2 or more workshops held	2 or more workshops held

## LCFF STATE PRIORITIES

### GOAL #3

All students will be taught by qualified teachers.

Related State Priorities:

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 6            |                                       |

Local Priorities:  
 Basics: Teachers

**Specific Annual Actions to Achieve Goal**

- Leadership team will work with teachers to set goals for the school year, conduct observations and provide feedback
- Leadership team use teacher input, student assessment data and observation data to guide the planning of professional development
- New teachers participate in Induction Program as needed

**Expected Annual Measurable Outcomes**

**Outcome #1:** We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.

**Metric/Method for Measuring:** Teachers Fully Credentialed and Appropriately Assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
African American	100%	100%	100%	100%	100%	100%

**LCFF STATE PRIORITIES**

**GOAL #4**

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Related State Priorities:  
 1     4     7  
 2     5     8  
 3     6

Local Priorities:  
 Basics: Facilities

**Specific Annual Actions to Achieve Goal**

- Implement a comprehensive approach to student discipline, focusing on the needs of unduplicated students; provide professional development in positive discipline to all staff, classified and certificated
- Communicate with parents and families in a variety of ways including regular school meetings

- Implement best attendance improvement practices to help improve school attendance and support families of students with chronic absenteeism
- Provide a system of personal support services for students through the use of COST (Coordination of Services Team) and SSPT (Student Support and Progress Team)
- Complete repairs and maintain a safe, clean and hazard free school

**Expected Annual Measurable Outcomes**

**Outcome #1:** Our suspension rate will decrease annually by 0.1% and/or be under the state average as measured by the California Dashboard.

**Metric/Method for Measuring:** Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline (19-20 Rates)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0.6% (State Average 3.4%)	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.
English Learners	0.0% (State Average 3.1%)	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.
Socioecon. Disadv./Low Income Students	0.6% (State Average 4.3%)	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.
Students with Disabilities	0.0% (State Average 6.2%)	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.
Latino Students	0.0% (State Average 6.2%)	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.
African American	1.5% (State Average 8.8%)	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.	Decrease by 0.1% and/or be under state average.

**Outcome #2:** Our expulsion rate will maintain under 0.5% annually as measured by Dataquest, Powerschool, and the California Dashboard.

**Metric/Method for Measuring:** Expulsion Rate in Dataquest.

APPLICABLE STUDENT GROUPS	Baseline (19-20 metrics)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
English Learners	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Socioecon. Disadv./Low Income Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Students with Disabilities	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Latino Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
African American	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%

**Outcome #3:** Our attendance rates (ADA) will increase annually by 0.1% and/or maintain over 95% as measured by CALPADS reporting and PowerSchool.

**Metric/Method for Measuring:** Attendance Rate in CALPADS.

APPLICABLE STUDENT GROUPS	Baseline (19-20 metrics)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	97%	Increase by 0.1% from baseline or maintain over 95%	Increase by 0.2% from baseline or maintain over 95%	Increase by 0.3% from baseline or maintain over 95%	Increase by 0.4% from baseline or maintain over 95%	Increase by 0.5% from baseline or maintain over 95%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #4:** Our chronic absenteeism rate will decrease by 1% from previous year and/or be under the state average, as measured by the California Dashboard.

**Metric/Method for Measuring:** Chronic Absenteeism Rate in the California Dashboard and PowerSchool

APPLICABLE STUDENT GROUPS	Baseline (19-20 Dashboard)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	7.3% (State Average 10.1%)	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average



English Learners	4.0% (State Average 9.9%)	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average
Socioecon. Disadv./Low Income Students	7.4% (State Average 12.9%)	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average
Students with Disabilities	2.0% (State Average 16.3%)	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average
Latino Students	3.8% (State Average 4.3%)	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average
African American	11.9% (State Average 20.6%)	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average	Decrease by 1% and/or be under the state average

**Outcome #5:** Our middle school dropout rate will maintain under 0.5% as measured by DataQuest and PowerSchool.

**Metric/Method for Measuring:** Dropout Rate in DataQuest and PowerSchool.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
English Learners	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Socioecon. Disadv./Low Income Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Students with Disabilities	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Latino Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
African American	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%

**Outcome #6:** We will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).

**Metric/Method for Measuring:** FIT (Facilities Inspection Tool) Score Good/Exemplary

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

All Students (Schoolwide)	Good	Overall score Good or Exemplary	Overall score Good or Exemplary	Overall score Good or Exemplary	Overall score Good or Exemplary	Overall score Good or Exemplary
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #7:** We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%.

**Metric/Method for Measuring:** Stakeholder Survey Results and Participation Rate

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Scored 3/5 on more than 80% of survey questions. The number of survey participants increased by at least 2%.	3/5 on more than 80% of survey questions. The number of survey participants increased by at least 2%.	3/5 on more than 80% of survey questions. The number of survey participants increased by at least 2%.	3/5 on more than 80% of survey questions. The number of survey participants increased by at least 2%.	3/5 on more than 80% of survey questions. The number of survey participants increased by at least 2%.	3/5 on more than 80% of survey questions. The number of survey participants increased by at least 2%.
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A

### Enabling Students to Become and Remain Self-Motivated, Competent, and Lifelong Learners

The strategies used in ISANA’s rigorous standards-based curriculum program design translate into students becoming self-motivated, competent, and lifelong learners. These strategies include:

- Data chats that students complete after each diagnostic

- Individualized and small group instruction to target specific skills for improvement
- i-Ready - Students can complete lessons based upon their individualized diagnostic results along with completing lessons and assessments to move to the next level.
- Incentives build into i-Ready-certificates, stickers, characters from i-Ready visiting campuses during assemblies
- School-wide incentives-Raffles, Assemblies, Recognitions, Parent meetings, Students featured on school's bulletin boards.
- Class-wide incentives-Student of the Week, Student of the Month, Data Walls (i.e. attendance, most improved, completion of work, scores on tests), Student Work Samples, Pictures of students, class Do-Joe, stickers, rewards, etc.
- Socio-Emotional-Positive affirmations, high-five's, praise, words of encouragement, greetings at valet, greetings in hallways, teacher welcoming students at the door, posted

In addition, ISANA integrates core content areas throughout the instructional program using project-based learning and technology. The strategies used will include, but will not be limited to:

- Individual student writing portfolios are used at all grade levels to promote individualized writing skills and to develop student writing styles.
- Through Project Based Learning students learn how to conduct research based on inquiry questions and learn to use problem solving skills to find answers to questions.
- Multimedia and computers are used in the classrooms by students to test their skills and apply them to real world problems. Students also use laptops to conduct research and to assess their mastery of state content standards and Common Core state standards.

## **Overall Curricular and Instructional Design**

The overall curricular and instructional design and structure at ISANA is based on the tenants of Principles of Learning and Culturally Relevant Pedagogy and will be implemented through a Project Based Learning Model. Below is a discussion of key educational theories and research that support and inform the general design of the educational program, and how it successfully serves our targeted student population. A more detailed description of these practices can be found below.

### **Principles of Learning**

In school districts in which professional development around Principles of Learning has been implemented, there has been shown to be a correlation to increased academic achievement of students. One study focused on third and fourth grades in 49 schools in 3 districts across the country. All schools served large percentages of what the article refers to as “economically and educationally disadvantaged students.” The study found that principals who received more professional development on Principles of Learning were more actively involved in their teachers’ professional development, which correlated with higher quality instruction, which correlated with higher student academic achievement. Research source: “Instructional

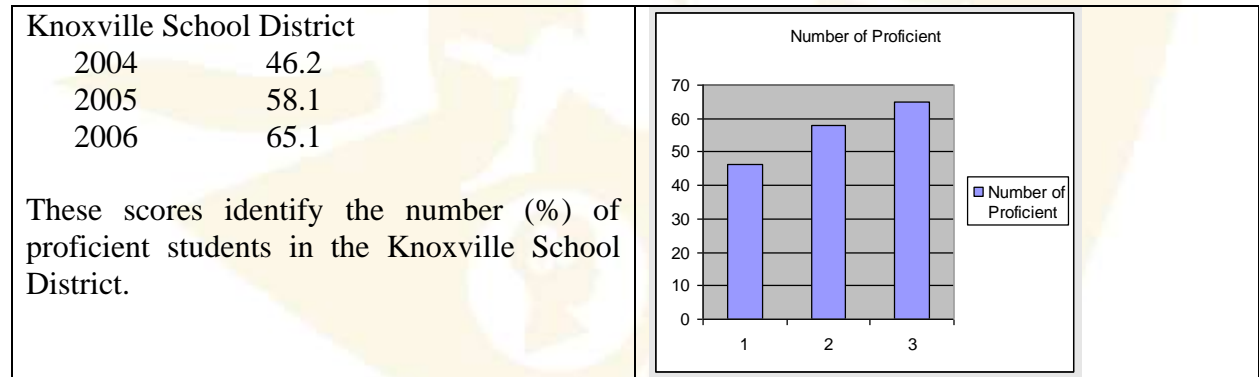
Leadership, Teaching Quality, and Student Achievement: Suggestive Evidence from Three Urban School Districts” in the *MDRC*, and available at [http://www.mdrc.org/sites/default/files/full\\_406.pdf](http://www.mdrc.org/sites/default/files/full_406.pdf).

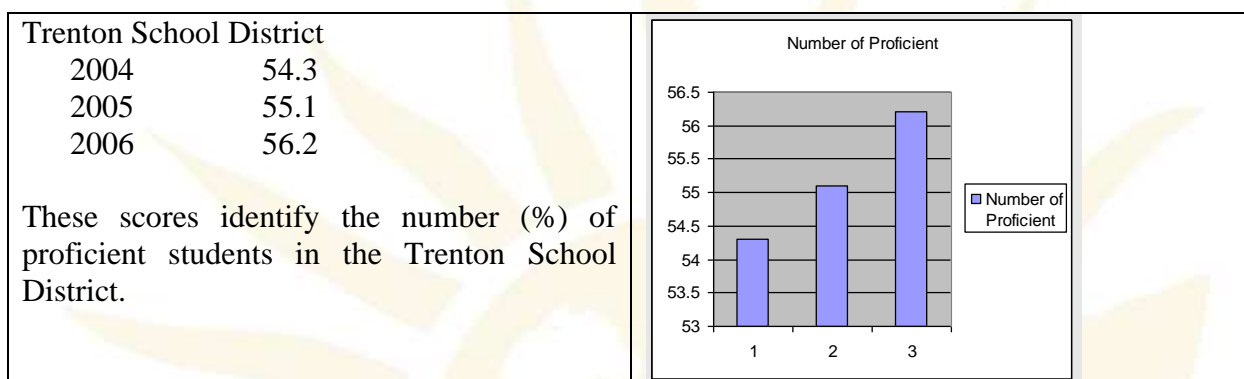
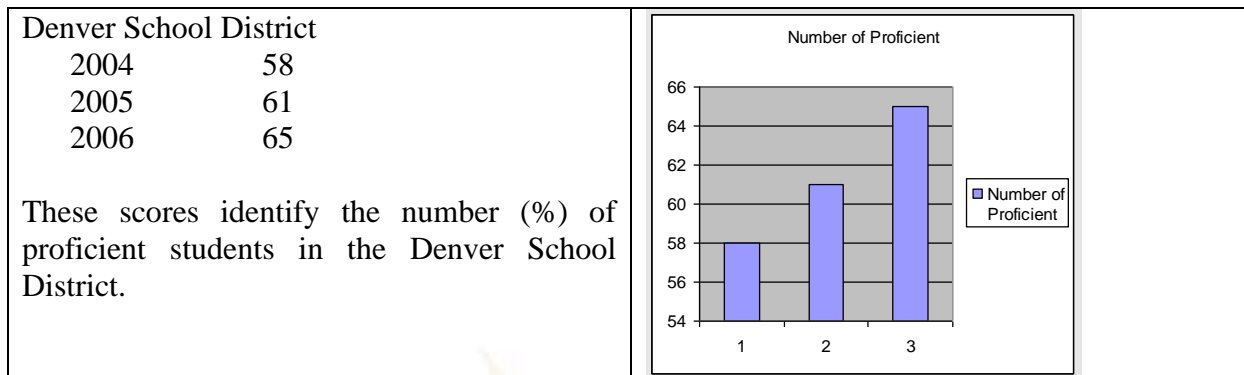
**Culturally Relevant and Responsive Education (CRRE)**

In her 2018 research, Dr. Beth Tarasawa described how the increasing percentages of students of color in American schools are not reflected in similar increasing percentages of teachers of color. She found that culturally responsive teaching served to “strengthen student-teacher relationships and improve student achievement.” In particular, she noted the following three research-based strategies as having the most impact on ensuring the academic needs of students of color were met. These three strategies include: 1) Gaining an understanding of cultural differences that impact the lives and learning of students. 2) Walking into the neighborhood where students live, striving to see the strengths of these communities. 3) Valuing the students’ culture, heritage, and experiences. ISANA brings this information to life in the classroom. Research source: “Three Research-based Culturally Responsive Teaching Strategies” in the *NWEA*, and available at <http://nwea.org/blog/2018/three-research-based-culturally-responsive-teaching-strategies/>.

**Project Based Learning**

In 2007, the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville investigated schools and districts implementing project-based learning (PBL). They investigated test scores at 358 schools in 17 states that have been implementing PBL for the past five years. The highlights of the study are as follows:





The study conducted in 2007 described above shows the effectiveness of project-based learning (PBL) as demonstrated by test scores. Over the course of three years, the implementation of project-based learning resulted in increasing percentages of proficient students at the Denver School District, Knoxville School District, and the Trenton School District. In addition, Geier et al (2008) reports findings that PBL is more effective than traditional instruction as measured by standardized tests scores and his team found that PBL is more effective in increasing student achievement among historically underserved urban students. Robert Geier, Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform, *Journal of Research in Science Teaching*, vol. 45, issue 8, pp. 922-939. 2008

In 2017, Barbara Condliff synthesized research over the past seventeen years and found that schools using Project Based Learning report “positive effects on students’ engagement, motivation, and beliefs in their own efficacy,” and in particular found benefits of using PBL in the social studies and science classrooms. When PBL was used effectively by teachers, Condliff found that PBL goals seemed “well aligned” with “the new focus on higher-level thinking skills and socioemotional competencies.” Research source: “Project-Based Learning: A Literature Review” in the *MDRC*, and available at [https://www.mdrc.org/sites/default/files/Project-Based\\_Learning-LitRev\\_Final.pdf](https://www.mdrc.org/sites/default/files/Project-Based_Learning-LitRev_Final.pdf).

Principles of Learning, Project Based Learning and Culturally Relevant and Responsive Education successfully support our targeted student population. In their study, Kanter and Konstantopoulos (2010) found that the extent of teacher knowledge of the content combined

with the frequency with which project based learning in combination with culturally relevant strategies were used led to a positive impact on both the achievement of urban students as well as their attitudes towards science and college and career plans. Research source: “The Impact of a Project-Based Science Curriculum on Minority Student Achievement, Attitudes, and Careers: The Effects of Teacher Content and Pedagogical Content Knowledge and Inquiry-Based Practices” in the *Wiley Online Library*, vol 94, issue 5, published online 1 March 2010 and <http://onlinelibrary.wiley.com/doi/10.1002/sce.20391/abstract>.

In order to staff the educational program to most effectively deliver this instructional design, the Instructional Coaches’ primary responsibility is to increase academic student achievement by supporting and mentoring teachers. Instructional Coaches are in the teachers’ classrooms daily, conducting observations, performing model demo lessons, and teach teaching, in order to monitor the instructional methods being used by teachers. Instructional Coaches also provide professional development during weekly staff meetings and during pupil-free professional development days, and meet weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these daily interactions with teachers and weekly grade-level team meetings, Instructional Coaches gather data which informs and drives teacher professional development. The Principal and Instructional Coaches meet weekly to review and analyze assessment data and classroom observations. The Principal and Instructional Coaches then strategize and plan for professional development and grade level team meetings based on this data.

### **Charter School’s Curriculum**

ISANA uses the Common Core State Standards and the California Content Standards to align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement.

After enrollment, all students are assessed in English Language Arts and Mathematics to identify opportunities for support and/or enrichment. Additionally, student assessments throughout the school year are formative and summative such as: (1) state-mandated standardized tests, (2) school-designed tests using school generated rubrics based on state standards, (3) portfolios, (4) exhibits, and (5) publisher-developed assignments and tests. The Smarter Balanced Assessment is the primary summative assessment utilized.

Teachers use the following instructional techniques to teach students the subject matter set forth in the standards: direct instruction, explicit teaching, knowledge-based learning, discovery-learning, investigatory, inquiry-based, problem solving-based, guided discovery, set-theory-based, progressive, or other methods. These techniques are utilized in the four core areas.

#### ***English Language Arts (Core)***

In keeping with the intent of the standards, the ultimate goal of the program is to ensure literacy across the curriculum and develop students into life-long learners with “the skills and knowledge necessary to be ready to assume their position in our global economy”. With this end in mind, ELA standards are woven throughout instruction in other subject areas. Students spend a

significant amount of time independently reading or writing and are guided in developing the monitoring skills and stamina to make this time productive. Teachers conference with individual students and pull strategic groups during independent reading and writing periods, allowing for differentiated instruction through strategy, skill, and content. Additionally, students learn standard English convention and other literacy skills through, for example, reading and writing workshops.

Time spent on foundational skills is longer in TK/K-1st, and then decreases and becomes more differentiated in 2nd and 3rd grades. Foundational skills instruction includes systematic instruction in a sequence of phonics elements, beginning with letter recognition and letter/sound correspondence and moving through decoding and encoding with all English sound/spelling correspondences. Grade-level appropriate high frequency words are introduced and practiced during this time, and added to a bank of words (displayed on word walls and/or kept by students on word rings or personal dictionaries) that students are accountable for recognizing automatically in their reading and spelling correctly in their writing. Fluency is also explicitly taught and practiced during this time, and small group instruction is used at all grade levels to ensure students receive the amount and level of foundational skills instruction appropriate for them.

### ***English Language Development (ELD) (Non-Core)***

English Language Development instruction at ISANA is based on the California English Language Development Standards. Students identified as English Learners (EL) in each grade level are assigned a proficiency level (as determined by the English Language Proficiency Assessments for California (ELPAC)). Students then receive both designated and integrated ELD instruction designed to build on the skills demonstrated by students at the respective proficiency level and to help them progress to the next level.

#### ***o Designated ELD Instruction***

o EL students spend at least 30 minutes each day on designated instruction, which may build on previous EL instruction or use content areas such as science or history as a context, focusing explicitly on new language skills based on the ELD Standards for the appropriate grade/level. Students are grouped by proficiency level at this time, facilitated by the classroom teacher.

#### ***o Integrated ELD Instruction***

o Integrated ELD instruction occurs daily and throughout instruction for various content areas. Teachers receive training on ELD standards and proficiency levels and, guided by these, identify, teach, and apply scaffolds related to the language requirements inherent in their content areas. Integrated ELD instruction is evident throughout the day as teachers employ strategies such as sentence frames, graphic organizers, and use of visuals.

During both integrated and designated ELD, there will be a focus on active student engagement and oral academic vocabulary by implementing specific instructional strategies that create opportunities for meaningful student interaction and academic discourse and higher order critical thinking.

### ***Mathematics (Core)***

Teachers provide math instruction that will be aligned with the California Common Core State Standards (CCSS) for Mathematics. Lessons will emphasize conceptual understanding, procedural skill and fluency, and application of concepts in real-world, problem-solving situations to address rigor as defined in the CA CCSS. Throughout all grade levels, content instruction will be keyed to the Standards of Mathematical Practice and teachers will provide instruction that builds in numerous instructional opportunities to help students develop proficiency in these practices. Additionally, students will:

- Gain a conceptual understanding of mathematical practices.
- Integrate literacy standards daily as they make sense of problems and proceed in solving them.
- Utilize writing, reading, and collaborative listening and speaking opportunities with classmates to comprehend, plan, solve, and justify their solutions.
- Contextualize problems in the real world and justify solutions through informed explanations and critiques within the class.
- Develop fluency in basic computational skills and procedural skills.
- Develop an understanding of mathematical concepts
- Recognize and solve routine problems readily and find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values using signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Connect mathematical ideas and make connections between mathematics and other disciplines.
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
- Develop an appreciation for the beauty and power of mathematics.

### ***History / Social Science (Core)***

History and Social Sciences are instructed according to the California History Social Science Standards. Students acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Students use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, students learn the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come.

The following strands represent the major themes to be addressed in each grade level:



TK/K – Living and Working Now and Long Ago

1 – A Child’s Place in Time and Space

2 – People Who Make a Difference

3 – Continuity and Change

4 – California: A Changing State

5 – United States History and Geography: Making a New Nation

6 – World History and Geography: Ancient Civilizations

7 – World History and Geography: Medieval and Early Modern Times

8 – United States History and Geography: Growth and Conflict

### ***Science (Core)***

Science instruction is based on the Next Generation Science Standards (NGSS). Similar to the Standards for Mathematical Practice, in which key concepts are reinforced and increase in complexity throughout grade levels, and which provide a logical pathway of mathematical learning, the NGSS are organized around three interconnected dimensions of science learning that serve as a tool for vertical articulation and cohesion. In each science unit at each grade level, students learn core content ideas in physical, earth/space and life science and in engineering, develop an understanding of cross-cutting concepts (e.g. cause and effect, systems and component parts) that transcend topics, and learn and apply science and engineering practices. Cross-cutting concepts and science and engineering practices related to core ideas will also be identified. Lessons and units will follow the “5 E’s” sequence (Engage, Explore, Explain, Elaborate and Evaluate).

In alignment with the NGSS, science instruction has made a shift from the scientific method and toward the practice of science. Science as a practice emphasizes the idea that scientific investigation requires that students apply ideas and knowledge rather than just following a step-by-step method (i.e. the scientific method). This also implies that carrying out investigations may require "practice" and multiple attempts at one's project or study. In this way, students begin to understand that the process of science is not always step-by-step and rather an opportunity to engage in science in a way that is more like the behavior that scientists engage in, and how scientists think and conduct science research. Furthermore, students must now apply their skills, analysis and interpretation in the entire process.

### ***Visual and Performing Arts (VAPA) (Core)***

Students engage in the California Arts Standards for Public Schools, in which they interact with visual and performing arts through five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. The arts contain a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts

- Reflecting on the arts in a thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism based upon observation, knowledge, and criteria

Another important goal of the standards is to help students make connections between concepts in all areas of the arts and across subject areas. The fifth strand in these standards requires the student to connect and apply what is learned in the arts to other art forms and subject areas and to careers. The arts standards respect the multiplicity of cultures represented in California schools. They allow students to experience the arts from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups.

### ***Health and Physical Education (Non-Core)***

Classroom teachers incorporate health instruction into core content areas during the regular school day. Health instruction uses the California 2008 Health Education Content Standards. In accordance with our Wellness Policy, ISANA's nutrition education and physical education programs are based on research, consistent with the expectations established in the state's curriculum framework and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education is provided as part of the health education program in Grades TK-8 and, as appropriate, is integrated into core academic subjects and included in after-school programs.

High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. All TK-8 students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity are provided through physical education as well as through participation in ISANA's Visual and Performing Arts Program. For all grades, physical fitness standards not covered during performing arts instruction are clearly identified.

Elementary teachers are responsible for covering these standards with their students. In elementary school students focus on the way in which they move through space and time in their environment, the way in which they move in space together with a partner, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. Beginning in kindergarten, topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and are built upon at each grade level. Students may learn about nutritional guidelines and the different nutritional values of food while studying needs and wants in social studies (2nd grade) or while studying the elements and compounds present in the human body (5th grade). In middle school, students work cooperatively to achieve a common goal, meet challenges, make decisions, and work as a team to solve problems. Social emotional well-being and conflict resolution skills are built through the school's character, positive discipline, and social emotional learning program.

## **Innovative Curricular Components of the Educational Program**

Our goal at ISANA is to empower ourselves and our students to create a better, more equitable world. A world that is more innovative, more aware and inclusive, more collaborative, and that will lead to greater achievement for our students and our society as a whole – a world that is, in a word, ISANA.

At ISANA we believe in the power of our scholars (our students, families, educators, and communities) to shine brightly and become leaders who will transform the world for the better. We envision a world that is more just, equitable, and kind, and one that is a better place for all. ISANA scholars will be the innovative, socially-aware, collaborative learners, achievers, and leaders who will impact our evolving communities and create a better tomorrow.

To do this, ISANA will cultivate schools that are intentionally inclusive, diverse, rigorous, and welcoming spaces, where all scholars are empowered to thrive in an atmosphere of high expectations and cultural responsiveness and this will be achieved through an engaging curriculum with challenging learning activities. An ISANA education will develop the whole learner: academically, socially-emotionally, artistically, and physically. The skills, knowledge, and experiences gained at an ISANA school will uniquely prepare our scholars to be leaders who impact the world and create permanent and transformational change by being:

- **Innovative** – They inspire change
- **Socially-Aware** – They cultivate inclusive environments
- **Network-Focused** – They foster relationships and collaboration, and
- **Achievers** – They produce results.

### **Our Program Empowers Scholars to be Innovative – It Inspires Change**

We empower ISANA Scholars to become well-rounded leaders, critical thinkers, and change-makers who transform our world into a more just and equitable one. To do this:

- a. We commit to explicitly building into teaching and learning:
  - i. Principles of Learning (POL) and Growth Mindset
  - ii. Project-Based Learning (PBL)
  - iii. Culturally Relevant and Responsive Education (CRRE)
- b. We develop instruction that engages the whole learner: academically, socially-emotionally, artistically, and physically.
  - i. All students participate in a Visual and Performing Arts program based in Project-Based Learning.
  - ii. The Expanded Learning Program offers award-winning extra-curricular enrichment to students.

### **Our Program Empowers Scholars to be Socially-Aware – It Cultivates Inclusive Environments**

We commit to building a kinder, more inclusive and more equitable digital and physical world.

- a. We are explicit about being asset-based, not deficiency-based, in our expectations and decisions.

- b. We create space for voice and choice for all ISANA Scholars.
- c. We actively work to dismantle barriers and teach ISANA Scholars to dismantle barriers such as access, ability, language, representation, bias, and more.
- d. We spend time on social-emotional teaching, not just academic teaching.
- e. We consider all learners in the design, implementation and assessment of learning.
- f. We use principles of Universal Design for Learning (UDL), CAFE Strategies, and other scaffolds to ensure all learners can access the curriculum and perform at high levels, particularly students with disabilities and English Learners.
- g. We expect all stakeholders to act with integrity and ethics, both in person and in the online world.

### **Our Program Empowers Scholars to build a Strong Network – It Fosters Relationships and Collaboration**

We place relationships at the forefront and think of creative ways to foster these relationships digitally.

- a. We communicate clearly, positively, and frequently.
- b. We view all staff as Educators and Leaders and build collaborative spaces to create a cross-departmental approach to teaching and learning.
- c. We commit to the training and continued support of educators, families, and students. As we commit to our own lifelong learning, we are all expected to share best practices and seek out advice so that we grow together.

### **Our Program Empowers Scholars to Achieve – It Produces Results**

We ensure that all aspects of our program result in personalized and rapid growth for all students.

- a. We consistently monitor effectiveness through data and make adjustments in real time as needed.
- b. We celebrate all that we accomplish along the way!

### **Six ISANA Board Objectives for Equity and Justice**

We are committed to taking strategic and sustained action to empower our students, educators and communities with the tools they need to dismantle systems of oppression and create a more just world, and commit to creating equitable practices in our classrooms and campus environments. In June 2020, the ISANA Board of Directors established the following six objectives in line with the above tenets:

<p><b>Acknowledge and Address</b></p>	<p><b>Professional Development</b></p>	<p><b>Analyze for Privilege and Bias</b></p>
<p><b>Objective A:</b> Acknowledge and address the impacts of systemic racism on and within our educational system.</p>	<p><b>Objective B:</b> Engage explicitly in educator professional development around racial justice, equity, and implicit bias.</p>	<p><b>Objective C:</b> Critically analyze our curriculum for issues of privilege and bias, and ensure what we teach represents the histories of all peoples and teaches students to become critical thinkers and changemakers.</p>
<p><b>Culturally Relevant and Responsive Pedagogy</b></p>	<p><b>Social-Emotional Well-Being</b></p>	<p><b>Partnerships with Stakeholders</b></p>
<p><b>Objective D:</b> Engage in instructional pedagogy that is culturally relevant and responsive, holds high expectations for students, and fosters student engagement.</p>	<p><b>Objective E:</b> Embed in our school culture and structures opportunities to address the social-emotional well-being of students, educators, leadership, and the community.</p>	<p><b>Objective F:</b> Develop a collaborative system for inclusive partnerships with parents and community/stakeholders to ensure a well-rounded and effective student support system against racial justice, equity, and implicit bias.</p>

### Intervention Programs and Enrichment

*Coordination of Services Team (CoST)* is the learning support umbrella structure that brings together all support service providers at a school site. It consists of a team of school staff members that meets on a regular (weekly or bi-weekly) basis to provide a systematic, preventative approach to student intervention. This process allows staff to: discuss student concerns (behavioral, social, learning, attendance, welfare) before they escalate; recommend tier 1-2 interventions prior to involving parents; provide support for classroom teachers; and regularly monitor student response to interventions.

*Student Success Progress Team (SSPT)* is a team consisting of school staff members and the parent or guardian of the student being referred that meets to discuss student strengths and needs. The team is responsible for developing a support plan, meeting six to eight weeks following the first meeting to check student progress towards the support plan and make any necessary changes to the support plan to ensure greater success. A support plan consists of a summary of demonstrated behaviors by student that necessitates this degree of support; summary of any actions already taken by teacher, parent, or other staff to address the needs of the student; description of new actions to be taken in order to address the specific situation; and a one-page agreement, to be agreed upon and signed by all concerned parties.

Through the school's pre-referral procedures, students may receive Tier 1 or Tier 2 interventions as determined by the Coordination of Services Team or Student Success Progress Team based on students' needs.

*Response to Intervention (RTI):* Through the COST and SSPT pre-referral process students may access Response to Intervention (RTI) services in areas of concern such as: academics, social, and behavioral. Response to Intervention provides staff with a multi-tiered approach to early identification and support of students with learning and behavior needs. At ISANA, RTI begins with high-quality classroom instruction for all students. Ongoing student assessment serves as a tool for universal screening and progress monitoring. Data collected through student assessments is used to determine student needs and to make referral decisions. A multi-tiered approach is used to differentiate instruction for all students. Within Tier 1, all students receive high-quality instruction and differentiation from the classroom teacher. Students not making adequate progress with Tier 1 supports are then provided with increasingly intensive instruction that is matched to the students' specific needs. Tier 2 intervention services are targeted to specific student needs and may include supports such as: small group instruction, academic support within learning center, tutoring, social skills groups, and behavior support plan. Tier 3 intervention supports are intensive and require comprehensive evaluation. Students that do not make adequate progress through Tier 1 and Tier 2 supports may be referred to a comprehensive evaluation and considered for eligibility for special education services. Students qualifying for Tier 3 supports may then receive individualized, intensive interventions that target specific student skill needs.

*The Expanded Learning Program* is available to all ISANA students. The EXL Program's core components are Homework Assistance, Academic Enrichment, Social Enrichment, Physical & Health Enrichment, Literacy, STEM, and Career Development. In addition to providing a safe and supportive environment for homework completion, The EXL Program aligns itself to day school pacing guides and common core standards to offer an extension to day school instruction that is collaborative and engaging. During Social Enrichment students are exposed to programs such as Kidsmartz, Netsmartz, Every Monday Matters, Scrabble, Clever Crazes and a variety of ISANA created social emotional activities designed to facilitate healthy moral development. The implementation of programs such as Speed Stacks, US Soccer Foundation, BOK Kids, and CATCH curriculum ensure that students receive a rigorous and structured physical and health enrichment experience. In addition to the core components, each student participates in the EXL Reader's Theater program, a series of weekly book clubs that culminate in a student created and produced performance, Fun Friday Science Club, which is a series of weekly science experiments which culminates in a school wide Science Showcase for each grade level, and Futuristic Friday's, a series of college and career exploration workshops which culminates with a student success showcase. Through partnerships with The National Center for Missing and Exploited Children, LACOE Expanded Learning unit, Reebok, Girl Scouts, Every Monday Matters, US Soccer Foundation, Clever Crazes and Scrabble, students are provided with access to a variety of enrichment programs that complement their academic, social, and emotional development.

*Visual and Performing Arts Program:* All ISANA students participate in a robust Performing Arts program, which includes dancing, singing, and acting. Physical activity is a key component of this program as students participate in dance class twice weekly; singing and acting are taught as well. They learn the dances and styles from around the world as they put on three productions throughout the year for parents and the community. Students learn first-hand the rigors and joys

of practice leading to a recital before an audience from Performing Arts teachers who are highly skilled in their respective disciplines. Through the teaching of lessons aligned to Visual and Performing Arts Content Standards, academics are woven into the fabric of show preparation. Teachers encourage students to explore not only the performance aspect of the production, but also how the themes within the storyline have shaped society.

### Instructional Materials

The principal, in consultation with the staff, orders instructional materials based on their alignment with the Common Core State Standards and the California Content Standards, the assessed needs of the students, school goals and measurable student outcomes. The textbooks for each of the core content areas have been selected from the State Adopted Textbook list. Each student has access to current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Grade	Subject	Title	Publisher
K	English Language Arts	Journeys Kindergarten Kit Complete includes; A Journey in Songs and Rhymes Big Book, A Journey from A to Z Big Book, Common Core Big Book Set, Common Core Little Big Book, Read Aloud Set, Common Core Instructional Card Kit, Sound Spelling/Alpha Friends Card Set, Long Vowel Sound Spelling Cards, Common Core Instructional Flip Chart Set, Common Core Grab and Go Complete Set, Common Core Lesson Snap Shots, Online Common Core Student Resource	Houghton Mifflin
K	English Language Development	Journeys Common Core Reader's Notebook Consumable Collection	Houghton Mifflin
K	Math	Ready Mathematics	Curriculum Associates
K	Science	Kit FOSS Materials in our World 3rd ed, Kit FOSS Trees + Weather & Kit FOSS Animals	Delta Education
K	Social Studies	My World	Houghton Mifflin
1	English Language Arts	Journeys Premium Common Core Student Package Grade 1 2014; includes SE Volumes 1-6; On Level Trade Books Unit 2 From Seed to Pumpkin, Unit 4 Amazing Whales!, Unit 6 Owl at Home	Houghton Mifflin
1	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
1	Math	Ready Mathematics	Curriculum Associates
1	Science	Kit FOSS Air + Weather 3rd ed, Kit FOSS Plants + Animals 3rd Ed, Kit FOSS Solids and Liquids 3rd Ed	Delta Education
1	Social Studies	School and Family	Houghton Mifflin
2	English Language Arts	Journeys Premium Common Core Student Package Grade 2 2014; Includes Grade 2 SE Volumes 1-2; On Level Trade Books Unit 2 Poppleton in Winter, Unit 4 Where Do Polar Bears Live?, Unit 6 Exploring Space Travel	Houghton Mifflin
2	English Language Development	Common Core Reader's Notebook Consumable Collection & On-line Resources	Houghton Mifflin

2	Math	Ready Mathematics	Curriculum Associates
2	Science	Kit FOSS Balance + Motion 3rd ed, Kit FOSS Insects + Plants 3rd ed, Kit FOSS Pebs Sand + Silt 3rd ed, Insects and Plants 3rd ed	Delta Education
2	Social Studies	Neighborhoods	Houghton Mifflin
3	English Language Arts	Journeys Premium Common Core Student Package Grade 3 2014; includes SE Volumes 1-2; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Amos and Boris, Unit 4 Boy, Were We Wrong About Dinosaurs, Unit 6 Jake Drake, Know-It-All	Houghton Mifflin
3	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
3	Math	Ready Mathematics	Curriculum Associates
3	Science	Kit FOSS Meas Matter 3rd ed, Kit FOSS Structures of Life 3rd ed, FOSS Struc of Life, Crayfish + Elodea, Kit FOSS Water 3rd ed	Delta Education
3	Social Studies	Communities	Houghton Mifflin
4	English Language Arts	Journeys Premium Common Core Student Package Grade 4 2014; includes SE; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Discovering Mars: The Amazing Story of the Red Planet, Unit 4 Horses, Unit 6 Phineas L. MacGuire	Houghton Mifflin
4	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
4	Math	Ready Mathematics	Curriculum Associates
4	Science	Kit FOSS Energy + ElectroMag. 3rd ed, Kit FOSS Environments 3rd ed, Kit FOSS Soils Rocks + Landforms 3rd ed	Delta Education
4	Social Studies	California Studies	Houghton Mifflin
5	English Language Arts	Journeys Premium Common Core Student Package Grade 5 2014; includes SE; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Hound Dog True, Unit 4 About Time: A First Look at Time and Clocks, Unit 6 Frindle	Houghton Mifflin
5	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
5	Math	Ready Mathematics	Curriculum Associates
5	Science	Kit FOSS Mix and Sol 3rd ed, Kit FOSS Weather on Earth 3rd ed, Kit FOSS Living Systems 3rd ed	Delta Education
5	Social Studies	United States History: The Early Years	Houghton Mifflin
6	English Language Arts	Journeys Premium Common Core Student Package Grade 6 2014; SE; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Freedom Walkers, Unit 4 A Wrinkle in Time, Unit 6 Brian's Winter	Houghton Mifflin
6	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
6	Math	Ready Mathematics	Curriculum Associates
6	Science	Earth Science	Amplify Science
6	Social Studies	World History: Ancient Civilizations	Houghton Mifflin



7	English Language Arts	Holt McDougal Literature 2012	Houghton Mifflin
7	English Language Development	HMD Literature 2012 Interactive Online Access	Hampton Brown
7	Math	Ready Mathematics	Curriculum Associates
7	Science	Life Science	Amplify Science
7	Social Studies	World History: Medieval and Modern Times	McDougal Littell
8	English Language Arts	Holt McDougal Literature 2012	Houghton Mifflin
8	English Language Development	HMD Literature 2012 Interactive Online Access	Houghton Mifflin
8	Math	Ready Mathematics	Curriculum, Associates
8	Science	Physical Science	Amplify Science
8	Social Studies	Creating America: A History of the United States	McDougal Littell

## **Instructional Methods to Deliver the Curriculum and Ensure Student Mastery of Standards**

At ISANA, student mastery of Common Core State Standards is a collaborative process across grade levels and subject areas. Students are exposed to a common core aligned curriculum that is integrated across subject areas. Elements of literacy and complex informational text are visible throughout science, history, art, and math lessons. Students have several opportunities throughout the year to utilize their cross-curricular knowledge to address real world problems through project-based learning and performance tasks. ISANA uses weekly data reflections, benchmarking, common core aligned computerized assessments, research and writing experiences, and qualitative observations to inform teachers, support staff, and administrators as they collaboratively plan to meet all students' individual needs in the process of standards mastery.

The instructional program is built around Lauren Resnik's Nine Principles of Learning and principles of Growth Mindset. The goal of the program is to *create* intelligence by teaching in ways that foster learning-oriented goals, and by organizing our schools in ways that promote effort.

Students and educators co-create daily expectations, socializing students to be responsible for using metacognitive strategies and skills such as using resources, reasoning, problem-solving, and decision-making. Students learn how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while.

More specifically, the middle school academic teaming program is designed to meet the needs of middle school students. This model organizes groups of teachers across grade levels 6, 7, and 8 and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. Teaming links middle school teachers, who

teach different subjects and grades, in a team that shares responsibility for the curriculum, instruction, evaluation, and scheduling of a group of 80-100 students. By creating a learning team, we seek to personalize the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student. The recruitment of teachers who hold single subject credentials in English, Math, Science, Social Studies and Art or teachers who hold multiple subject teaching credentials with subject matter authorizations or in-depth subject matter knowledge and expertise in the core content areas listed above, is key. This targeting recruitment of teachers ensures that teachers understand the more complex middle school standards and are able to teach students the grade-level appropriate content standards with depth so that students are able to demonstrate mastery of the content standards.

Our teachers work in small collaborative teams with common planning time (after school for a 1-hour block of time in addition to the weekly staff meetings) where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. Weekly assessment data will be reviewed and analyzed, and action plans will be created to strategically target students not demonstrating proficiency. All teachers work in small collaborative teams where lessons are studied as a learning community and where accountability for student success is a shared responsibility. At grades TK through 6 (self-contained) teachers meet weekly in grade-level teams to review weekly assessment data and strategically plan lessons for the upcoming week to re-teach students not demonstrating proficiency. Middle school teachers who participate in block scheduling meet as a team across grade levels 6,7,and 8 and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject.

A daily block schedule is used in grades 7<sup>th</sup> & 8<sup>th</sup>, and may be used for grade 6 depending on the number of 7<sup>th</sup> and 8<sup>th</sup> grade cohorts and scheduling (for example, when we have an odd number of cohorts in 7<sup>th</sup> and 8<sup>th</sup> grades, we may pull in a 6<sup>th</sup> grade class to complete the block scheduling), enabling our teachers to implement project-based integrated and thematic instructional strategy. There are six periods each day of 50 minutes long for Friday, and a block schedule of 100 minutes for three periods on Monday, Tuesday, Wednesday, and Thursday.

During block scheduling, students transition between teachers while they attend three classes of 100 minutes on Mondays, Tuesdays, Wednesdays, and Thursdays, meeting with their odd period teachers on Mondays and Wednesdays and with their even period teachers on Tuesdays and Thursdays. On Fridays, students meet and attend all 6 periods for 50 minutes each. In addition to the above, there is a daily targeted 35-minute period each day to address Homeroom Advisory, ELD, and/or Enrichment depending on the need of each student. This time may be used for culture building activities, targeted English Language Development lessons, or reteaching or extension of the standards currently being taught.

The block scheduling enables our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach grade-level content standards with depth and mastery while integrating content areas and using hands-on learning activities. As students transition into the middle school environment, the block schedule also allows for more technology instruction and will allow for technology to be integrated into the

other core content areas. Students work on skills to become technologically proficient, knowing how to use the computer and other types of technology in ways professionals use it daily. In addition to receiving explicit instruction in typing skills, Word, Excel, PowerPoint, students may, for example, learn illustration and modeling applications in order to generate artwork. Multi-media arts (music and video production) are integrated through projects in a variety of subjects (such as creating movies of ways to meet the Millennium Development Goals, or music videos explaining the structures within human cells and the functions of each structure, etc.).

### The Instructional Environments

ISANA's instructional environment provides evidence of a highly rigorous curriculum, clearly focused and articulated. It is implemented in a way that requires a significant amount of active mental work and questioning from all students and educators. This environment is comprised of the principles explored below:

- Academic Rigor in a Thinking Curriculum

- a.**

- This principle calls for a commitment to a knowledge core. Students only acquire robust, lasting knowledge if they themselves do the mental work of making sense of the problem. Students construct their own knowledge, and the ideas they develop are in good accord with known facts and established concepts.

- ISANA integrates rigor of content with high-level thinking and active use of knowledge. Reading comprehension, reasoning, writing, and problem solving—each these thinking skills depend on what an individual knows.

- Our articulated curriculum that progressively deepens students' understanding of core concepts while avoiding needless repetition.

- Every instructional task and assignment, including extended projects in which original work and revision to standards is expected, empowers students to raise questions, problem solve, think and reason. Students are challenged to construct explanations for their thinking and justification for their arguments, not just to get the right answers.

- Accountable Talk

- During whole class discussion, small group work, peer or teacher conferences, and interviews, students are accountable to: the learning community; knowledge and standards of evidence that are appropriate to the subject; and generally accepted standards of reasoning. Students need to explain their reasoning, give justifications for their proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, or interpret and revoice other students' statements.

- Clear Expectations

**b.**

Teachers communicate clear expectations about what students will learn, how they will learn, and what qualifies as good work. They set explicit content and performance standards that all students work to achieve, and make those standards clear to everyone—students, teachers, principals, parents, and the community—by displaying and discussing them regularly. Students know what is expected and can assess their progress toward a set goal. They therefore are able to take responsibility for their own learning. Students’ accomplishments are frequently recognized and celebrated.

Students internalize and co-create expectations by developing rubrics and criteria charts that express the standards for quality work in their own words. By reflecting on exemplars and models of student work that meet or are on the way to meeting standards, students learn to analyze the quality of their own and others' work.

○ Self-Management of Learning

**c.**

Students are explicitly taught to assume responsibility for their own learning through scaffolded learning experiences. They monitor and regulate their own cognitive processes with increasing spontaneity and sophistication. They monitor their own understanding of concepts and reflect what is being learned. They check for new insights among prior understanding and connect new information to their background knowledge by using metacognitive skills as well as by taking responsibility for their own learning. Since students take responsibility for their own engagement with learning, they work productively, independently, with a partner, or in small groups—without the need for constant adult supervision.

**d.**

○ Learning as Apprenticeship

Extended projects and presentations of finished work to interested and critical audiences are used. The environment is organized so that complex thinking and production is modeled and analyzed.

ISANA utilizes cognitive apprenticeship, which includes modeling and observation, active practice, scaffolding, coaching, and guided reflection:

- Modeling and observation. Through this observation, mediated by conversations in which critical features of the work or product are pointed out and processes analyzed, students are empowered to analyze and improve their work.
- Active practice. Students practice learning by developing products and performances under controlled conditions in and beyond the classroom.
- Scaffolding. As student apprentices begin to develop competence in a content area, teachers gradually reducing the amount of support and scaffolding. Self-management skills develop alongside expertise.
- Coaching. Student apprentices are coached by their teachers, visiting experts, and peers, who observe, comment, challenge and suggest modification to the work.

- Guided reflection. Students continually engage in considering, evaluating, and improving on their work.
  - Fair and Credible Evaluations

The content of the evaluations is disclosed in advance of learning, which allows students to systematically and effectively study. The content of the evaluation is related to the taught curriculum.

- Recognition of Accomplishment

e.

Students' progress toward the achievement of rigorous performance standards are frequently recognized and celebrated by special events and occasions that regularly allow family members, friends, and others who are important in their lives to witness and applaud the children's accomplishments.

### Culturally Responsive Standards-Based Classrooms and School

Teachers, administrators, and support staff communicate high expectations and inclusion through their words and actions, respect for students' culture, history, heritage and contextual cultural reality. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work.

***Classroom and school environments*** reflect students' culture and cultural context with multimedia learning centers that provide access to diverse learning styles such as listening centers, video equipment and computers. The classroom libraries are culturally relevant and reflect the students' specific cultures. The learning environment reflects student participation in a variety of ways, such as student-created bulletin boards, presentations, project displays, etc.

***Lessons and activities*** connect content with students' prior knowledge, life experiences, contextual reality, and cultural history. The units extend into students' life outside of school. Teachers utilize KWL charts, graphic organizers and culturally connected instructional strategies such as mnemonics, storytelling, and KIVA process, developed by Lila N. Carol. The school, home and community activities authentically bring parents and families into academic units of study.

***Student work and projects*** are displayed at various stages of development and evidence their understanding of content in a manner that connects to their lives, culture and cultural context. Teachers use authentic and alternative assessment instruments and student created rubrics and criteria charts to inform instruction and celebrate successes.

Principles of Learning, Project Based Learning, and Culturally Relevant and Responsive Education are woven into our instructional materials, both print-based and computer-based, in order to ensure student mastery of the California Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), the English Language Development Standards (ELD) and other state content standards. Students' projects include a technology component to

present their finished piece. Additionally, students track their progress (Self-Management of Learning) using online assessments.

### **How the Instructional Program Provides and Supports Student Use of Technology**

ISANA's instructional program provides real world preparation for students for college and career, as well as for 21st century standardized assessments. All students have access to a laptop at school, as well as a Chromebook for home learning. Technology is integrated into the curriculum for instructional delivery, formative assessments, teaching math skills through math standards, and maintaining our student information system. We have incorporated iReady to supplement the curriculum and assess student learning. iReady includes comprehensible grade level English Language Arts and math activities in a wide range of interactive formats aligned to the California Common Core Standards. The program meets students at their instructional level and empowers them to progress from there and ultimately prepare for Smarter Balanced and other online assessments. Principals and other school leaders monitor the implementation of our instructional program using student data and weekly classroom observations.

Teachers plan lessons that integrate technology with student projects. Currently, teachers and students use Windows laptops and Chromebooks weekly in platforms such as Google Classroom or SeeSaw LMS. Zoom video conferencing is utilized for live virtual classrooms. Students access a majority of their learning applications securely through Clever SSO. Students use programs such as ST Math, iReady, Amplify Science, CommonLit, ReadWorks, G Suite for Education, Office 365 among others. Students also use their Chromebooks for practice and online assessments. As necessary, students are provided a CIPA compliant hotspot to facilitate Internet access. Additionally, every classroom is equipped with a high definition document camera and projector for instructional use.

#### **Transitional Kindergarten**

ISANA's Transitional Kindergarten program is the first year of a two-year kindergarten program that uses an age and developmentally appropriate modified kindergarten academic curriculum that includes social, emotional, and cognitive outcomes and benchmarks.

**Academic Calendar and Schedules** Several research studies have demonstrated the relationship between time-on-task and student achievement (Stigler, Lee and Stevenson 1987:1283). ISANA's academic year operates on a single track, 177-day schedule broken into three trimesters. Hours of instruction exceed the minimum required by the state of California. Teachers participate in 15 additional days of professional development prior to the beginning and during the school year (13 of these days are all day professional developments, and the remaining two are divided into early dismissal professional developments).



## ISANA Academies School Calendar 2021-2022

<b>Year</b>	2021-2022
<b>School Starts</b>	August 17, 2021
<b>School Ends</b>	June 10, 2022
<b>Holidays</b>	<ul style="list-style-type: none"><li>• Admissions Day</li><li>• Labor Day</li><li>• Rosh Hashanah</li><li>• Yom Kippur</li><li>• Veteran's Day</li><li>• Thanksgiving</li><li>• Christmas Day</li><li>• New Year's Day</li><li>• Martin L. King Day</li><li>• Presidents' Day</li><li>• Cesar E. Chavez</li><li>• Eid al Fitr</li><li>• Memorial Day</li></ul>
<b>Breaks</b>	<ul style="list-style-type: none"><li>• Winter Break: 12/20/21 – 1/7/22</li><li>• Spring Break: 4/11/22 – 4/15/22</li></ul>
<b>Professional Development/ Pupil Free Days</b>	<ul style="list-style-type: none"><li>• Professional Development: 8/2 – 8/13, 10/8, 1/10, 4/22</li><li>• Pupil Free: 8/16 &amp; 6/9</li></ul>
<b>Early Dismissal Days</b>	<ul style="list-style-type: none"><li>• Staff Professional Development: 9/1, 11/3, 12/1, 2/2, 3/2, 5/4</li><li>• Back to School Night: 9/8</li><li>• Parent Conferences: 11/15-11/19</li><li>• Open House: 2/23</li><li>• Parent Conferences: 3/14-3/18</li></ul>



# ISANA Academies School Calendar 2021-2022

## July 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## August 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## September 2021

Sun	Mon	Tue	We	Thu	Fri	Sat
			1	2	3*	4
5	6*	7	8	9	10	11
12	13	14	15	16*	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## October 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## November 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11*	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## July 2021 (0 Instructional Days)

- 7/15-7/30- Staff Professional Development (Online, Asynchronous)

## August 2021 (11 Instructional Days)

- 8/2- 8/13- Staff Professional Development and Back to School Kickoff (In Person, Live)
- 8/16 – Pupil Free Day-Meet & Greet
- 8/17– First day of instruction

## September 2021 (19 Instructional Days)

- 9/1- Staff PD- 1pm Dismissal
- 9/3- Admissions Day - No School
- 9/6– Labor Day Holiday/Rosh Hashanah- No School
- 9/8 – Back-To-School Night-2pm Dismissal
- 9/16- Yom Kippur- No School

## October 2021 (20 Instructional Days)

- 10/8- Staff All Day PD- No School

## November 2021 (16 Instructional Days)

- 11/3 – Staff PD- 1pm Dismissal
- 11/12 End of Trimester 1
- 11/11– Veterans' Day Holiday - No School
- 11/15 – 11/19 – Parent Conferences-2pm Dismissal
- 11/22-11/26– Thanksgiving Holiday- No School
- 11/28-11/30- Hanukkah





# ISANA Academies School Calendar 2021-2022

## December 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25*
26	27	28	29	30	31	

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## December 2020 (13 Instructional Days)

- 12/1 – Staff PD – 1pm Dismissal
- 12/1-12/6- Hanukkah
- 12/20-12/31 Winter Break- No School
- 12/25- Christmas Day- No School

## January 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1*
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17*	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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## January 2022 (14 Instructional Days)

- 1/1- New Year's Day- No School
- 1/3– 1/7 – Winter Break- No School
- 1/10 – Staff All Day PD- No School
- 1/11– Classes Resume
- 1/17 – Martin Luther King Jr. Holiday- No School

## February 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21*	22	23	24	25	26
27	28					

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## February 2022 (19 Instructional Days)

- 2/2- Staff PD- 1pm Dismissal
- 2/21 – Presidents' Holiday- No School
- 2/23 – Open House-2pm Dismissal

## March 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31*		

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## March 2022 (22 Instructional Days)

- 3/2- Staff PD- 1pm Dismissal
- 3/11 - End of Trimester 2
- 3/14- 3/18 – Parent Conferences – 2pm Dismissal
- 3/31 – Cesar E. Chavez Observed- No School



# ISANA Academies School Calendar 2021-2022

## April 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## April 2022 (15 Instructional Days)

4/11-4/15– Spring Break Holiday- No School

4/17- Easter

- 4/22 – Staff All Day PD- No School

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## May 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30*	31				

## May 2022 (20 Instructional Days)

- 5/3- Eid al Fitr- No School

- 5/4 – Staff Professional Development- 1pm Dismissal

- 5/30 – Memorial Day Holiday – No School

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## June 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## June 2022 (8 Instructional Days)

- 6/10- Last Day of Instruction/ End of Trimester 3

- 6/13– End of the Year Pupil Free Day/Teachers' End Day

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	State Required Instructional Time	ISANA's Instructional Time Offered
Kinder	36,000 minutes	58,125 minutes
	175 days	177 days
Grades 1 – 3	50,400 minutes	58,125 minutes
	175 days	177 days
Grades 4 – 8	54,000 minutes	58,125 minutes
	175 days	177 days
Total Instructional Days 2021-22 School Year: 177; Total Instructional Minutes = 58,125 minutes		

**ISANA MEETS ALL State Requirements**

	Pupil Free Day
	Staff Professional Development Day
	Teacher Professional Development
	Parent Conferences/Back-to-School Night/Open House
	Interession Breaks – NO SCHOOL
*	Holidays-No SCHOOL

Bell Schedule

ISANA provides a daily school schedule that exceeds the minimum daily instructional minutes set forth in the Education Code for non-charter elementary school programs. During certain times (ex. parent conferences), ISANA Achernar Academy may use an early dismissal schedule.

Grade	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Total Daily Instructional Minutes
K/1	8:10	9:30	9:50	11:40	12:20	2:45	335
2/3	8:10	9:55	10:15	12:00	12:40	2:45	335
4	8:10	9:30	9:50	11:50	12:30	2:45	335
5/6	8:10	9:55	10:15	12:35	1:15	2:45	335
7/8	8:10	9:50	10:10	11:50	12:30	2:45	335

Below are sample daily schedules (regular, early dismissal) per grade level. Instructional schedules are based upon the following concepts and guiding principles:

For Kindergarten and First Grade, English Language instruction includes two hours and 50 minutes or 170 instructional minutes. These instructional minutes will include a 30-minute read aloud during the afternoon Language Arts block. Read alouds (an instructional practice in which teachers, parents, and caregivers read texts aloud to children) are a core component of ISANA's literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. At least 40 minutes of mathematics instruction is included daily. The instructional schedule also includes 60

minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project-based learning. At minimum a 30-minute block is devoted to ELD instruction for EL's while non-ELD students have opportunities to work in small flexible groupings on activities such as standard English learning (for Standard English Learners), re-teach or pre-teach activities, partner reading, and journal writing. In addition, the instructional program also includes blocks in which students participate in Performing Arts and Technology.

The student schedule for the middle elementary grades, second and third, differs from the primary students. As students transition from the primary years, their schedule is modified to meet their instructional and developmental needs. One of the key differences from the Kinder and First Grade Schedule is longer instructional blocks.

For Second and Third Grade, English Language instruction includes two hours and 50 minutes or 170 instructional minutes. These instructional minutes include a 20-minute read aloud during the afternoon Language Arts block. Read alouds are a core component of ISANA's literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. 60 minutes of mathematics instruction is included daily. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project-based learning. At minimum a, a 30-minute block is devoted to ELD instruction for EL's while non-ELD students have opportunities to work in small flexible grouping on activities such as standard English learning (for Standard English Learners), re-teach or pre-teach activities, partner reading, sustained silent reading, and journal writing. In addition, the instructional program also includes a 45-minute block in which students participate in Performing Arts and Technology.

As Fourth graders become proficient readers and read to learn instead of learning to read, the English Language instruction decreases to two hours and 15 minutes or 135 instructional minutes. These instructional minutes still include a 15-minute read aloud during the afternoon Language Arts block and are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. 50 minutes of mathematics instruction is included daily. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project-based learning. At minimum a 30-minute block is devoted to ELD instruction for EL's while non-ELD students have opportunities to work in small flexible grouping on activities such as standard English learning (for Standard English Learners), re-teach or pre-teach activities, partner reading, sustained silent reading, Daily Oral Language, ST Math, and journal writing. In addition, the instructional program also includes a longer block of 60 minutes where students participate in Performing Arts and Technology. The increase in this block of instruction begins to prepare students for the block schedule they will transition into when they move to the middle school grades.

As fifth and self-contained sixth graders continue to become proficient readers, English Language instruction decreases to two hours or 120 instructional minutes. 50 minutes of mathematics instruction is included daily. The instructional block of alternating Social Studies and Science instruction has now increased to 1 hour and 15 minutes or 75 instructional minutes. It is during this block that teachers provide students with learning opportunities to integrate content areas through hands-on project-based learning. The increase in this block of instruction continues to prepare students for the block schedule they will transition into when they move to the middle school grades. At least a 30-minute block is devoted to ELD instruction for EL's while non-ELD students have opportunities to work in small flexible grouping on activities such as standard English learning (for Standard English Learners), re-teach or pre-teach activities, partner reading, writing projects that are in different phases of the writing process, sustained silent reading, Daily Oral Language, ST Math, projects, and journal writing. In addition, the instructional program also includes a block of 60 minutes where students participate in Performing Arts and Technology.

One of the biggest differences between the 6th through 8th grade schedule and students in self-contained classrooms (K-6) is the transition to block scheduling and attending class with multiple teachers per day. Students on the block scheduling attend 3 classes of 100 minutes on Mondays, Tuesdays, Wednesdays, and Thursdays meeting with their odd period teachers on Mondays and Wednesdays and meet with their even period teachers on Tuesday and Thursdays. On Fridays, students meet attend all 6 periods for 50 minutes each. Another difference is the review/ELD/IWT during the last 35 minutes of each school day. This block is devoted to ELD instruction for EL's while non-ELD students have support in homeroom Advisory. The block scheduling enables our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach content to mastery while integrating content areas and using hands-on learning activities.

### Sample Instructional Schedules

Grades Transitional Kindergarten through First Grade (Regular)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:40	Math	Math	Math	Math	Math
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:10	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:10-2:10	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:10-2:45	Performing Arts	Technology	Performing Arts	Technology	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Grades Kindergarten through First Grade (Early Dismissal)**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:40	Math	Math	Math	Math	Math
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:10	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:10-2:00	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Grades Second through Third Grade (Regular)**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:00	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:00-2:00	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:00-2:45	Performing Arts	Technology	Performing Arts	Technology	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Grades Second through Third Grade (Early Dismissal)**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:00	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.

1:00-2:00	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

#### Grade 4 (Regular)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:45	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
12:45-1:45	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
1:45-2:45	Performing Arts	Technology	Performing Arts	Technology	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

#### Grade 4(Early Dismissal)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:45	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
12:45-1:45	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
1:45-2:00	Performing Arts	Technology	Performing Arts	Technology	PE
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

#### Grades Fifth through Sixth Grades (Regular)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's

11:00-11:50	Math	Math	Math	Math	Math
11:50-12:35	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
12:35-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:45	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.
1:45-2:45	Performing Arts	Technology	Performing Arts	Technology	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### Grades Fifth through Sixth Grades (Early Dismissal)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:35	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
12:35-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:45	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.
1:45-2:00	Performing Arts	Technology	Performing Arts	Technology	PE
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### Grades 7 & 8 Block Scheduling (Regular)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:50	English 7/ English 8	Math 7/ Math 8	English 7/ English 8	Math 7/ Math 8	English 7/English 8
					Ancient Civilizations/ US History Physical Education 7/8
9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
10:10-11:50	Ancient Civilizations/ US History	Earth Science/ Physical Science	Ancient Civilizations/ US History	Earth Science/ Physical Science	Art 7/Art8- Dance
					Math 7/Math 8
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-2:10	Art 7/Art8	Physical Education 7/8	Art 7/Art8	Physical Education 7/8	Earth Science/ Physical Science
					Physical Education 7/8
2:10-2:45	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory

### Grades 7 & 8 Block Scheduling (Early Dismissal)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:50	English 7/ English 8	Math 7/ Math 8	English 7/ English 8	Math 7/ Math 8	English 7/English 8
					Ancient Civilizations/ US History Physical Education 7/8



9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
10:10-11:50	Ancient Civilizations/ US History	Earth Science/ Physical Science	Ancient Civilizations/ US History	Earth Science/ Physical Science	Art 7/Art8- Dance
					Math 7/Math 8
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:30	Art 7/Art8	Physical Education 7/8	Art 7/Art8	Physical Education 7/8	Earth Science/ Physical Science
					Physical Education 7/8
1:30-2:00	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory

### Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	159	335	12	290	6	230	0	0	177	36000	58125	22125
1	Yes	159	335	12	290	6	230	0	0	177	50400	58125	7725
2	Yes	159	335	12	290	6	230	0	0	177	50400	58125	7725
3	Yes	159	335	12	290	6	230	0	0	177	50400	58125	7725
4	Yes	159	335	12	290	6	230	0	0	177	54000	58125	4125
5	Yes	159	335	12	290	6	230	0	0	177	54000	58125	4125
6	Yes	159	335	12	290	6	230	0	0	177	54000	58125	4125
7	Yes	159	335	12	290	6	230	0	0	177	54000	58125	4125
8	Yes	159	335	12	290	6	230	0	0	177	54000	58125	4125
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

### Professional Development

At ISANA we see every staff member (certificated and classified) as an educator, as someone whose interactions affect the academic and social-emotional progress and achievement of all students. Therefore, we provide rigorous professional development to all ISANA staff. For two weeks before the school year starts, and again at various points throughout the year, ISANA brings together all educators across all schools together in person, through online live sessions, and/or through asynchronous interactive sessions monitored through our HRIS system. This gives us opportunities to increase leadership, cross-train staff, standardize training, ensure all staff has common language and are working towards a common mission, vision and goals, and increase the positive effect each staff

member had on student achievement. Such a conference requires much coordination between each of our departments and inclusive conversations among and between departments.

In addition, educators from all departments meet weekly in “Collaborative Teams”, in which they plan collaborative teaching lessons, analyze data, and discuss individual supports needed for students.

### 1) How Initiatives are Chosen

Students learn best with teachers and educators who are knowledgeable of their subject field, are well trained to deliver rigorous instruction, and to attend to the diverse needs of each student as an individual. A focus for professional development is selected each year from both quantitative (using, for example, student assessment data) and qualitative reflection (using, for example, classroom observation data) on the school’s progress towards its goals. Additionally, based on this data, plans are developed to address needs of individual teachers and educators, grade levels, content area specialists and for school-wide staff development initiatives. Training may be provided by ISANA staff but will also be provided by outside consultants or experts.

Professional development includes time for teacher collaboration and curriculum development. Teachers observe and share expertise with each other. In the first year of the charter term, topics of professional development include topics such as State Standards for the Teaching Profession, state standards, formative assessments, small group instruction, Standards for Mathematical Practice, Next Generation Science Standards, Reader’s Workshop and Writer’s Workshop, Culturally Responsive Pedagogy, Project-Based Learning, Thematic Teaching, Positive Behavior Intervention Support, strategies for supporting Students with Disabilities and English Language Development, and Principles of Learning. Staff also receives training in the varying programs used by students as part of the instructional program so that those programs are implemented as effectively as possible. New teachers take part in a “New Teacher Institute” in which they are oriented to ISANA, mission and vision, and key programs.

In addition to receiving training during these professional development sessions, staff also gets the opportunity to review and analyze student and school data. School and district leadership guide staff through data analysis, identifying strengths, areas of need and using that data to develop action plans that drive student learning forward. The cyclical process of data analysis continues throughout the year during all staff professional development as well as grade level meetings and weekly school professional development. The preparation of teachers and educators and support for their continuing professional development are critical to the successful implementation of our academic program.

### 2) Weekly School Site Professional Development

Additionally, teachers and other staff meet every Wednesday at the end of the school day to receive professional development identified as a need or focus, do common planning, analyze

student work and review progress towards student and school-wide achievement goals. The process of inquiry and data analysis continues throughout the year, including after each schoolwide Diagnostic assessment, administered around the beginning of each trimester, as well as a fourth time for K-2 students. As teachers and educators from all grade levels are together, this is an opportunity for vertical planning and discussions to take place.

Weekly school level professional development is also guided by the individual yearly professional goals selected by each teacher and staff member at the beginning of the year. Each teacher meets with their leadership team at the beginning of each year and throughout the school year to develop an instruction-focused goal and action plan which includes ways in which the school leadership team can assist the teacher in achieving his or her goals. Coaching sessions and observations take place on regularly that focus around those individual goals. To ensure the value of these sessions, instructional leaders receive training in Cognitive Coaching, a research-based model that capitalizes on teacher strengths and cognitive processes.

### 3) Grade Level Meetings

On a weekly basis, teachers will engage in collaboration and co-planning time with partner teachers (e.g. kindergarten teachers, 7th and 8th grade teachers) and/or departments (e.g. middle school math, Performing Arts). This time is frequently used to co-plan, for example, a project-based learning unit or performance task as well as reviewing and analyzing most recent student data. Instructional Coaches facilitate these meetings by creating agendas and activities to meet the needs of assigned grade levels.

**2020-2021 Professional Development Theme: Creating a New and Better World** As ISANA, the decisions we make, including those around professional development, are made in the best interests of students and prioritizing equity and justice. We are committed to taking strategic and sustained action to create equitable practices in our classrooms and campus environments that empower our students, educators and communities with the tools they need to dismantle systems of oppression and create a more just world. ISANA staff began the 2020-2021 school year with an introduction to the PD theme for the school year: **Creating a New World: A Focus on Equity and Justice in Schools**. This included participation in the “21 Day Racial Equity Habit Building Challenge” as the first step in engaging explicitly in educator professional development around racial justice, equity, and implicit bias. Throughout the year, all staff will continue to engage in professional development and discussions on the topics of race and equity.

### **Professional Development to Address the Impact of COVID-19**

In addition, as we encounter shifts in practice around instruction and health and safety, we recognize the need to support staff in learning to do their job in a different way. All staff will receive support and professional development in health and safety protocols, basic technology proficiency, innovative distance learning models, and social-emotional learning, in topics such as:

- o Health and safety, PPE, and social distance requirements
- o Workspace/classroom cleaning protocols
- o Effective technology applications
- o Communication tools and modalities
- o Virtual platforms
- o Social Emotional Learning
- o Competency-based Learning
- o Project based learning
- o Universal Design for Learning (UDL)
- o Best Practices for English Learners
- o Flipped classroom model
- o Positive school climate
- o Restorative practices
- o Growth Mindset
- o Trauma informed care

## **26. Recruiting Qualified Teachers**

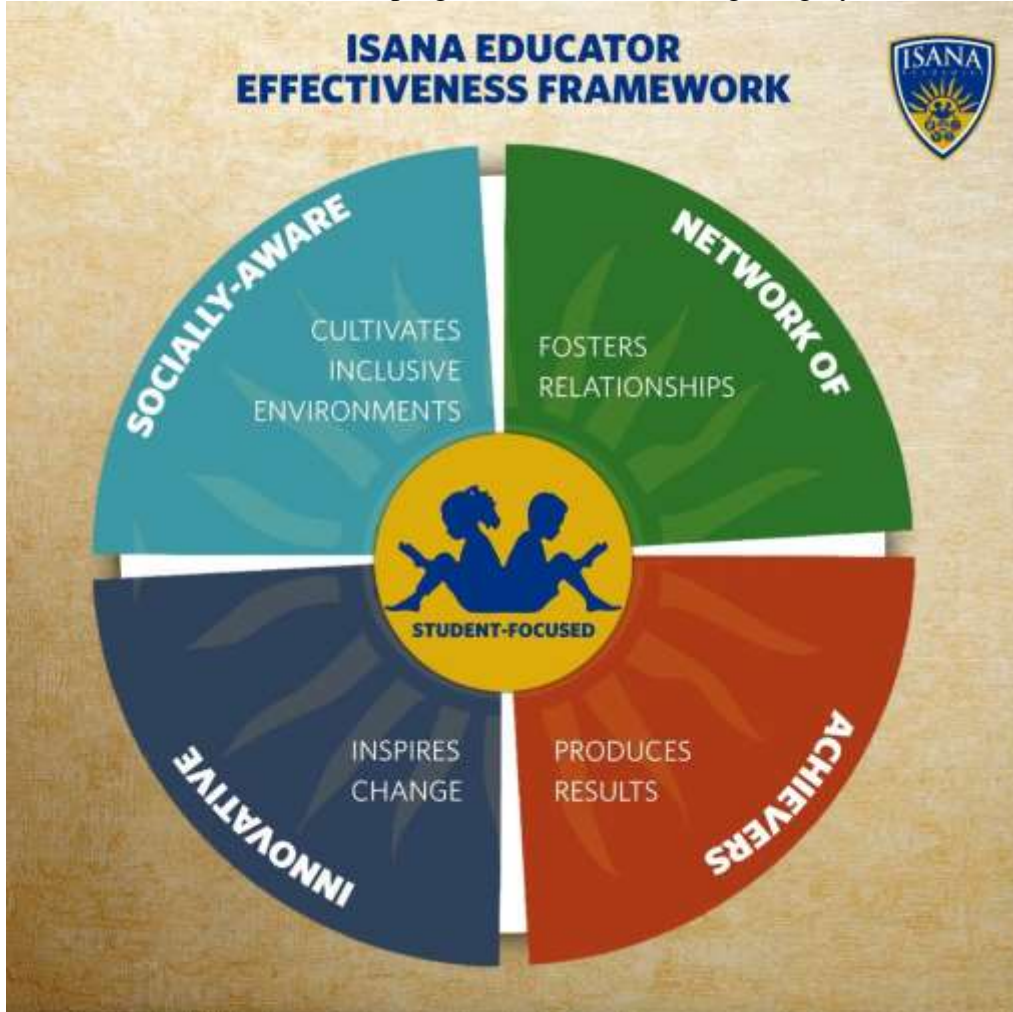
In order to fulfill the mission and vision of its charter, ISANA recruits educators who are qualified, talented, and invested in its mission and vision. We use the following strategies/sources to recruit teachers:

- Traditional posting sites such as EdJoin.org and Indeed.com
- Attending Job Fairs
- Targeted University contacts
- Using the career services posting systems of teacher preparation programs
- Pipeline within ISANA of ISANA staff who become qualified to teach. This has been a successful strategy used by ISANA in building an excellent staff, as these staff members are well-versed and invested in the school's mission and vision and familiar with the school community.

To help recruit and retain the teaching staff that we need, ISANA works to ensure that staff feel positively about their compensation and appreciation, their working environment and their opportunities for growth. As funding levels allow, ISANA maintains a salary table competitive with local districts. ISANA leadership also tracks teacher satisfaction with the working and learning environment provided by the school via annual climate surveys as well as skip-level meetings. The surveys allow staff to provide feedback on multiple measures related to their satisfaction and requests their input regarding changes that can be made to improve the school and the services provided to all stakeholders; skip-level meetings provide, among several other benefits, staff with an additional forum to voice their thoughts and ideas.

In 2019-2020 ISANA developed its Effective Educator Framework, whose purpose was to define specific indicators of an effective educator that place student learning in the forefront

and link these to clear outcomes in order to hire and retain the most effective teachers. The framework is designed to promote growth and development, place student learning at the center, recognize excellence, set a high bar for professional teacher status, and shorten timelines for improvement. The framework is reviewed with incoming and returning teachers, who then chart their progress towards becoming a highly effective educator.



Each of the four competencies listed above in this model is divided into key behaviors, which describe the actions an educator and leader should take to demonstrate proficiency in that competency.

<b>A Highly Effective <i>Innovative</i> ISANA Educator: Inspires Change</b>
<p>A. <b>Is a change-maker:</b> Holds high expectations for all students and holds self and others accountable for achieving this. Ignites opportunities for students and families;</p> <p>B. <b>Is a problem solver:</b> Looks for, evaluates, and implements innovative, creative and pragmatic solutions to problems.</p> <p>a. 1) Identify, Define, and Own Problem. 2) Evaluate Multiple Solutions. 3) Make a decision on a Solution. 4) Implement Solution. 5) Reflect and evaluate effectiveness of Solution and implement new solution if needed</p>

- C. **Is a system-thinker:** Creates effective systems and practices where they are needed that foster ISANA (innovation, social-awareness, networking, and achievement).
- D. **Thinks high level and builds capacity** for others to do so; provides pathways to success; open to new ideas and opinions. Coaches those under them in the changes they need to meet expectations.
- E. **Engages at a high level in the 5 key practices of ISANA:** POL, PBL, CRRE, Performing Arts, Peace Tree
- F. **Takes initiative:** Goes beyond what is expected to take initiative.
- G. **Based in research:** Uses research to guide decisions made.
- H. **Mission/Vision** – Embodies ISANA’s mission and vision.

**A Highly Effective *Socially-Aware* ISANA Educator:  
Cultivates Inclusive Environments**

- A. **Belief:** Believes students and staff can and will achieve greatness.
- B. **Diversity:** Creates an environment where diversity is respected and encouraged. Works effectively with those from diverse backgrounds.
- C. **Respect:** Treats others (staff, students, families, stakeholders) with respect.
- D. **Equity:** Engages in activities that increase knowledge and existence of equity.
- E. **Conflict:** Effectively facilitates conflict resolution among individuals and groups (ex. Love and Logic, Peace Tree)
- F. **Community:** Uses resources of the local community to enhance student learning and development
- G. **Environment:** Ensures their area is physically and environmentally safe, clean, and nurturing; creates an atmosphere in which students can thrive.
- H. **Commitment:** Commits to understanding and removing societal and institutional roadblocks
- I. **Servant leadership**
- J. **Role Model:** Is a role model through their presence, availability, attendance, and engagement.

**A Highly Effective *Network-Focused* ISANA Educator:  
Fosters Relationships**

- A. **Relationship-focused:** Actively works to foster relationships and alliances with students, families, staff, the community, and other stakeholders.
- B. **Communication:** Communicates clearly, positively, and frequently. (listens with empathy and to understand, respectful, adjusts styles based on audience, writes and speaks with a tone and in a manner appropriate to the audience)
- C. **Collaboration:** Works collaboratively with students, families, staff from their and other departments. Shares best practices and seeks out advice.
- D. **Unity:** Builds unity within staff, students, and families
- E. **Ownership:** Takes ownership and accountability
- F. **Mentorship:** Mentors those around them.
- G. **Follow through:** Follows through on commitments made.

- H. **Teamwork and support:** Is a team player and lends support to teammates. Does not make decisions in a silo, but takes into account all perspectives.
- I. **Positivity:** Remains positive, even in difficult situations.

**A Highly Effective *Achievement-Focused* ISANA Educator:  
Produces Results**

- A. **Sets challenging goals:** For students and themselves as a result of their high expectations.
- B. **Monitors progress towards reaching goals:** On a regular basis by analyzing data and communicating this analysis. Compares actual progress to benchmarks set.
- C. **Data-Driven Actions:** Then uses this analysis to change their practice and hold self and others accountable for doing so.
- D. **Content:** Understanding of content they are responsible for
- E. **Implements:** Supports implementation of ISANA-wide expectations and practices
- F. **Produces Results**
- G. **Fosters Learning:** Demonstrates a commitment to life-long learning for themselves, their students, families, and others. (eager to learn, works on own personal and professional growth)
- H. **Celebrates:** Recognizes and rewards stakeholders.
- I. **Plans:** Plans ahead of time, meets deadlines.
- J. **Resources:** Uses and manages effectively resources available to them.
- K. **Differentiates:** Implements appropriate programs and courses based on individual learning needs: Differentiation
- L. **Demonstrates Integrity:** Committed to high standards of morals and ethics; demonstrates honesty; displays high levels of common sense; maintains discipline and control in difficult situations; shows timeliness and consistency.
- M. **Demonstrates consistency:** Shows consistency of excellence in the above.

From these competencies and proving behaviors we identified metrics and evaluation tools for each competency. Each competency will contribute towards the Educator's total Effectiveness Score.

New teachers are provided specific New Teacher Professional Development to support in the implementation of the school's educational program. This Professional Development occurs both during onboarding and on site in new teacher meetings facilitated by Instructional Coaches.

### **Meeting the Needs of All Students**

ISANA has the primary goal of increasing learning opportunities for all students, with special emphasis on individualizing instruction for different student groups. The daily schedule encompasses blocked time, teacher/student individual conferences, and team teaching. ISANA provides for all learners, including English Learners, Gifted and Talented Students, Students Achieving Below Grade Level, Socio-Economically Disadvantaged/Low Income Students, Students with Disabilities, and Students in Other Subgroups, by:

- Creating an environment that is responsive to the different learners
- Assessing each learner’s knowledge, understanding, and interest
- Integrating the intellectual process including both cognitive and affective abilities
- Differentiating and individualizing the curriculum to meet each learner’s needs
- Evaluating both learning and teaching and reflecting on the information obtained to adapt the learning plan and improve the program.
- Training educators and students in asset-based language and Growth Mindset

## 27. English Learners

ISANA has implemented its own English Learner Master Plan. It is included below.

### Introduction

ISANA’s mission is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities for all students. In furtherance of this mission, ISANA is committed to working in concert with administrators, teachers, community members, students, and parents to provide the most effective instructional programs for our English Learners (“EL”).

The EL Master Plan demonstrates our commitment to support every EL and serves as a guide for how ISANA will implement programs and services to ensure our ELs reach the highest levels of achievement and full proficiency in English. The EL Master Plan provides specific procedural guidelines for the identification, assessment, and placement of ELs; reclassification of ELs; notification and involvement of parents; the functioning of the District-level English Learner Advisory Committee; and the evaluation of our EL programs.

In order to ensure full and effective implementation of the EL Master Plan, ISANA will provide ongoing professional development for administrators, teachers, and other personnel to help each school develop and implement effective programs that are congruent with the EL Master Plan and to monitor implementation. ISANA’s EL program and services will comply with all applicable legal requirements.

### Identification, Assessment and Monitoring Progress (EL 06, 19)

#### Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section in the student enrollment packet. The purpose of the HLS is to determine if a language other than English is used in the student’s home. The HLS is not used to determine a student’s language classification or immigration status. The survey includes the following four questions:

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)



If the answer to any of the first three questions on the HLS indicates a language other than English, the student will be assessed using the current English language proficiency assessment.

However, if the response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. ISANA staff will research the student's home language background using indicators such as the following, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the student must be administered the ELPAC.

Students will be assessed within the first 30 calendar days after school begins. In addition, parents will be notified of the assessment results and program placement within 30 calendar days of initial enrollment. Student scores on this assessment determine their individual proficiency level for the purposes of planning their instruction.

#### English Language Proficiency Assessments for California (ELPAC)

The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act ("ESSA") for annual English proficiency testing. Parents are notified in writing of the assessment results and program placement within 30 calendar days of initial enrollment. The written notifications are in English and in the student's primary language.

All currently enrolled ELs will be assessed for English language proficiency by ISANA's administration of the ELPAC during the annual assessment window. ELs with an active individualized education program ("IEP") or Section 504 Plan will be assessed for English language proficiency using accommodations, modifications, or alternate assessments for the current English language proficiency assessment as specified in the pupil's IEP or 504 Plan.

#### Initial Language Classification/Status

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the ELPAC. Based on the performance level, a student may be classified as follows:

#### **English Learner (EL)**

The overall performance level on the initial ELPAC is Novice, Intermediate, or IFEP.

### **Initial Fluent English Proficient (IFEP)**

Students are designated as IFEP when they fall within the score range designated by the CDE. This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

#### **Monitoring Progress**

Identified EL students' language development and growth are monitored by teacher observations, the annual English language proficiency assessment, and their academic progress. Ongoing monitoring of EL student achievement happens at various levels. For example, Instructional Coaches hold grade level team meetings weekly to examine student data (e.g., ELA and math assessment data) to identify areas of progress, areas of need, and to suggest modification of English language instruction to meet the needs that are revealed by data analysis.

EL students' progress toward the ELD standards is examined at least four times a year through ELA assessments (such as curriculum-based assessments and iReady Diagnostic assessments), and ELD Portfolios.

The ELD Portfolio is a tool used to monitor and document language acquisition for each EL. The ELD Portfolio includes assessments, work samples, and documents related to the reclassification process. More information about ELD Portfolios is included in the "Reclassification and Monitoring of Reclassified Students" section below.

### **PARENT/GUARDIAN NOTIFICATIONS AND INVOLVEMENT (EL 07)**

#### **Initial Notification**

Parents/guardians of ELs, as well as parents of IFEP students, are notified of their child's initial English language proficiency assessment results. The initial notification is sent to parents/guardians within 30 days after the beginning of the school year and includes:

- a) Their child's initial English language proficiency level
- b) How the level was assessed
- c) Their child's language designation
- d) Descriptions of program options
- e) Program
- f) Exit criteria
- g) If the child has an active IEP how such program will meet the objectives of the IEP

#### **Annual Notification**

Parents/Guardians of ELs are informed annually of their child's status as an EL student. The annual notification is sent to parents/guardians no later than 30 days after the beginning of the school year and includes:

- a) Their child's proficiency level
- b) How the level was assessed
- c) The status of the child's academic achievement

- d) Their child's language designation
- e) Descriptions of program options
- f) Program placement
- g) Exit criteria
- h) For ELs on an active IEP, how such program will meet the objectives of the IEP

The annual notification shall also include the following information if the child is a long-term English Learner ("LTEL") or at risk of becoming a LTEL:

- a) A statement indicating the child is a LTEL or English learner at risk of becoming a LTEL;
- b) The manner in which the program for English language development instruction will meet the educational strengths and needs of LTEL or English learners at risk of becoming a LTEL; and
- c) The manner in which the program for English language development instruction will help LTELEs or English learners at risk of becoming LTELs develop English proficiency and meet age-appropriate academic standards.

Additionally, once an EL student is identified, school leadership meets with parents of EL students in a whole group setting, or in an individual conference if requested by parent, to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting is appropriately documented in the student's record.

#### District-level English Learner Advisory Committees

Each ISANA academy hosts monthly District-level English Learner Advisory Committee ("DELAC") meetings. DELAC members include parents/guardians of English learners and ISANA staff members. At the monthly meetings, the DELAC reviews and advises the Principal on issues including, but not limited to: EL instructional program and services, the LCAP Addendum, reclassification procedures for ELs, EL Master Plan, written notifications to EL parents/guardians, English Learner performance data, and the Local Control Accountability Plan ("LCAP"). Each respective Principal conveys the DELAC's input, recommendations, ideas and advice to the ISANA governing board through the Principal's reports to the Board. The Principal also conveys feedback from DELAC to the Board through reports on parent feedback surveys. All of this input is used to develop the EL Master Plan, the LCAP, and the LCAP Addendum, and to bolster programs and services for English Learners.

### STRATEGIES FOR ENGLISH LEARNER INSTRUCTION (EL 18, 19)

#### EL Instructional Program Overview

ISANA is committed to implementing a program for each EL student that is designed and implemented to overcome language barriers and provide access to the core curriculum. ISANA provides a comprehensive ELD instructional program to every EL student that is integrated to core lessons and tailored to each student's academic goals and their individual language learning needs. Our ELA/ELD program is built on the California Framework and the Common Core State Standards with the aid of our adopted curriculum California Journeys. Primary language support may be used to motivate, clarify, direct, support, and explain concepts.

Curriculum and instruction related to the California Common Core State Standards for ELA/Literacy focus on five key themes of a robust and comprehensive instructional program in ELA/literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language. They also encompass all three parts of the California ELD Standards: “Interacting in Meaningful Ways” (collaborative, interpretive, and productive), “Learning About How English Works” (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas), and “Using Foundational Literacy Skills.”

Our program provides a systematic approach to Designated ELD that builds into and from core instruction while providing dedicated time for developing academic English language skills. The Designated ELD lessons support the content covered during core instruction to promote the success of ELs. Designated ELD instruction is a critical component of the instructional program for every EL, and this instruction is provided at the same level as other core instructional areas. Further, ELs receive targeted Designated ELD instruction at their proficiency level. The Designated ELD lesson will comply with ELD standards to ensure ELs are able to develop English proficiency.

Every EL will be provided with protected time of at least 30 minutes of Designated ELD instruction during the regular school day. Designated ELD instruction may take place within the classroom, while non-EL classmates participate in other academic activities (e.g., academic language development, writing, or computer assignments). Additionally, this instruction may be delivered to the entire grade level as students within the grade level are grouped by proficiency and each group is taught by a teacher, while other grade level teachers provide instruction to the non-EL students. If families have any questions about Designated ELD instruction, they are encouraged to contact the Principal.

Integrated ELD is provided to EL students throughout the school day and across all subjects by classroom teachers. For Integrated ELD, the program identifies ELD standards that are addressed while teaching the core lessons. In these lessons, as well as lessons in other content areas, teachers address ELD standards in tandem with content standards while using SDAIE strategies (Specially Designed Academic Instruction in English). SDAIE is a teaching approach that allows ELs full access to key curricular concepts while acknowledging their ability to communicate extensively or proficiently in English. Teachers, for example, help students to establish a link between their prior knowledge and the material through activities such as think-pair-share, quick-writes, and anticipatory charts. Teachers develop specific language objectives that detail, for example, the key vocabulary or language structure that students are to learn.

In order to enhance academic achievement, using the SDAIE method and ELD strategies, teachers:

1. Activate and build on prior knowledge
2. Use reading comprehension strategies such as questioning and visualizing and provide multiple opportunities to employ learned comprehension strategies
3. Explicitly teach vocabulary and how to use morphological knowledge and context clues
4. Engage students in peer discussions

5. Provide frequent exposure to rich oral and written language
6. Foster word consciousness and language play
7. Promote rich classroom conversations engaging all students in academic conversations
8. Expose students to a wide range of texts across a variety of disciplines
9. Provide opportunities for students to develop and apply foundational literacy skills

Integrated ELD and Designated ELD instruction are provided by teachers who meet the qualifications set forth in the “State Qualifications and Professional Development” section below in classroom settings. This instruction is scheduled and tailored to meet our students’ needs. For example, students at the lower ELD levels have more context embedded materials. As they progress in acquiring English language proficiency, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, during which students process content and information.

The program is individualized for students depending on where they are in the English language continuum. The program includes an array of standards-aligned lessons and activities that sync to the core curriculum and are crafted for daily use for English learners at all proficiency levels. The program allows teachers to employ these tailored lessons, activities, and resources to serve students based on their respective proficiency levels (Emerging, Expanding, or Bridging). These lessons provide a laser focus on language that meets each student at their language learning level, helping students to develop their metalinguistic knowledge and master how English works.

#### LTEL Support

ISANA defines Long Term English Learners (“LTEL”) as an EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; (2) has been enrolled in a U.S. school for six or more years; (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP in ELA.

ISANA will ensure that all LTEL students are designated a specific staff member to monitor their language status, test results, goals for meeting grade-level standards and reclassification. All LTEL students and their parents meet at least twice yearly with the designated staff member to review current language status, program placement, test results and goals for meeting the reclassification criteria and accelerated academic progress targets. The designated staff member is also responsible for documenting the LTEL student’s academic needs and support/interventions put in place as needed using COST forms and/or other documentation forms such as the LTEL progress monitoring form (LTEL Student Goal Sheet) and LTEL Meeting Log. LTELs with an IEP will have their goals set forth in their respective IEP as opposed to the Student Goal Sheet.

#### Supports for Students Incurring Academic Difficulties

Ongoing monitoring of ELs allows us to provide the necessary support and instruction for ELs incurring academic difficulties. Instructional Coaches hold grade level team meetings weekly to examine students’ academic progress. When we identify EL students who are incurring academic difficulties while learning English, our Instructional Coaches help teachers plan instruction accordingly and identify the appropriate interventions to put into place.

In-class supports include teacher-led small group instruction and modifications to a student's lesson plan to accommodate the student's needs. Teachers also ensure students receive out-of-classroom supports by, for example, providing one-on-one instruction outside the class and access to support from intervention staff.

Teachers also infuse culturally relevant pedagogy into the classrooms to support ELs. Culturally relevant pedagogy validates EL students by embracing the cultures from which students come, integrating students' cultures in the learning process, and motivating students to learn by making learning relevant. In addition, tailored grade-level collaborative units and projects contain differentiated lessons for ELs. Classroom instruction incorporates the use of SDAIE, s through interventions such as before-school and after-school tutoring, or small group instruction during the school day by the teacher or other instructional educators. scaffolding techniques and graphic organizers as well as Integrated and Designated ELD instruction. EL students also have opportunities to receive additional support

Our practice of providing preventative accommodations and interventions for any students (EL or non-EL) who are struggling academically involves the use of the Coordination of Services Team (CoST) referral program. The CoST program includes a weekly meeting between the Principal, Instructional Coach, School Psychologist, School Counselor, Academic Interventionist, and Resource Specialist Program Teacher in which the team reviews teacher recommendations for students who are struggling behaviorally and/or academically and puts a plan into place to support the student.

EL students who are brought to the attention of CoST are identified as such on the referral form. Supports available through CoST include but are not limited to: consultation/collaboration with general education teacher on instructional strategies, Tier 1 & 2 academic intervention, Tier 1 & 2 behavioral intervention, and school-based counseling. If the student is not successful with the accommodations and interventions put into place through CoST, the student is referred to a Student Success Progress Team (SSPT) meeting to provide an intensive intervention plan.

#### Instructional Materials

ISANA uses the following instructional materials and instructional resources to support ELs in all grades:

- California Journeys (Grades TK/K-6) - This program was selected because of its comprehensive approach to ELD instruction and the support it provides to EL students to help them develop the English language knowledge and abilities they need in order to be successful. California Journeys is successful in helping ELs develop the knowledge and ability they need to succeed because it employs realistic pacing by focusing on close-reading, re-reading and note-taking, provides easy-to-use digital tools by customizing lessons, and allows staff to constantly monitor progress to re-adjust instruction and track progress. In addition, California Journeys features culturally relevant and engaging texts. These characteristics promote the success and meet the needs of our ELs. The program was built on California's bilingual ELA/ELD framework and empowers students with multilingual academic

- proficiency. California Journeys includes resources needed to implement both Designated and Integrated ELD instruction.
- Holt McDougal (Grades 7-8) - Holt McDougal includes selections of curriculum which have been adapted to target EL students by modifying the complexity of content, vocabulary, and syntax by proficiency level. ISANA uses this program because it meets the needs of our ELs as it features skill builder pages with scaffolding and graphic organizers that further strengthen student reading comprehension, with focus on academic and selection vocabulary. In addition, this program features differentiated instruction strategies for our staff to target services and support for EL students.
  - Ready Classroom Mathematics (K–8) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. Ready Math was created with English Learners in mind, and integrates language development and mathematics instruction to support all students in their learning. The program includes:
    - An instructional design that allows students to take ownership of their learning
    - Rigorous practice opportunities that build students’ conceptual understanding and procedural fluency
    - In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential
  - iReady (Grades TK-8) – iReady is a computer-based program that provides a personalized path for each student using online tools and lessons based upon their areas of need in both ELA and mathematics. It is research-based, has a track record of predicting how well students would score on the SBAC, and provides targeted, differentiated assessment and instructional resources for teachers. i-Ready allows educators to pinpoint students’ strengths and knowledge gaps, monitor student growth, make informed instruction decisions, and design individualized instruction based on students’ unique needs. iReady was designed with English Learners in mind, leveraging guidance from organizations such as the Council of the Great City Schools, the English Learners Success Forum. Principles of iReady support for English Learners include: promoting engagement and access, integrating strategic scaffolds. And supporting academic language development. Studies have shown that English Learners who received recommended levels of i-Ready Personalized Instruction experienced greater learning gains in mathematics and reading than English Learners who did not receive the instruction.

In addition to these resources, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life. Technology is also used as a tool for language acquisition. As part of our monitoring process, we carefully review the effectiveness of our instructional materials and make modifications, as necessary, to support our students.

## STUDENT PLACEMENT/LANGUAGE ACQUISITION PROGRAM DESCRIPTION (EL 17, 18, 19)

ISANA provides ELs with a Structured English Immersion (SEI) Program (described above). The SEI program provides nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. The goal of this program is acquisition of English language skills so that ELs can succeed in an English-only mainstream classroom. Teachers have specialized training in meeting the needs of ELs, and strong receptive skills in the students' primary language.

## RECLASSIFICATION AND MONITORING OF RECLASSIFIED STUDENTS (EL 14, 19)

### Reclassification Procedures

ISANA's reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- a) Assessment of English language proficiency, using an objective assessment instrument including, but not limited to, the state test of ELPAC; and
- b) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (Note: the term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student); and
- c) Parental opinion and consultation; and
- d) Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. (For specific academic criteria per grade level, please see below "Reclassification Criteria.")

### ELD Portfolio

ELD portfolios will be created for all ELs to monitor students' progress in English Language Development. This tool will allow ISANA to measure student progress and maintain evidence of student language acquisition and growth. This tool is utilized in the reclassification process. The ELD portfolio will be available in the students' cumulative file and will include documentation with the following information:

- a) Language and academic performance assessments
- b) Work samples, such as writing samples and other similar assignments.
- c) Participants in the reclassification process
- d) Decision regarding reclassification

### Reclassification Criteria:



The goal for reclassification is for all ELs to gain fluency in English as quickly as possible in a non-threatening, supportive setting. ISANA uses the following criteria for reclassifying ELs:

Reclassification Measure	Reclassification Criteria by Grade Span
<p>1. English Language Proficiency Assessments for California (ELPAC)</p>	<p><b>Kindergarten-Grade 8:</b></p> <ul style="list-style-type: none"> <li>• Overall Performance Level (PL) 4 on the ELPAC Summative</li> </ul>
<p>2. Teacher Evaluation</p>	<p><b><u>Kindergarten-Grade 8</u></b></p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) Trimester Report Card Composite score <b>of 3 or higher</b></li> </ul>
<p>3. Basic Skills Assessment</p>	<p><b><u>Kindergarten-Grade 8:</u></b></p> <ul style="list-style-type: none"> <li>• Score of On-Grade Level on most recent Diagnostic Assessment</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Score of Standard Met or Standard Exceeded on the English Language Arts (ELA) Smarter Balanced Assessment Consortium (SBAC) (Grades 3-8 only)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Score of on or above grade level on a verifiable test of reading (such as</li> </ul>

	Lexile levels on iReady or reading level on Raz Kids)
4. Parent Opinion and Consultation	Once the student meets the reclassification criteria, the parent/guardian is sent the <i>Notification of Reclassification</i> letter acknowledging the student’s change in language classification to Reclassified Fluent English Proficient (RFEP)

\* Note: students in grade Kindergarten are not eligible for reclassification unless they entered in Transitional Kindergarten or are in their second year of Kindergarten.

**EL Students with Disabilities Participating in the General Education Curriculum**

Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, the Individualized Education Program (IEP) team may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English speaking peer with similar disabilities in the same grade level.

In accordance with federal and state law, the IEP team may address the individual needs of English Learners with disabilities using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

There are two student profiles for which it is appropriate for IEP teams to gather pertinent information in following a comprehensive approach to make decisions about program supports and reclassification.

**A. Basic Literacy Skills Assessment Grades K-8**

1. All EL students with disabilities participating in the general education curriculum must participate in the Basic Literacy Skills assessment for his/her grade level. The only exception is for EL students with low incidence disabilities who cannot access the reading assessment due to their disability.
2. Any accommodations and/or modifications listed on a student’s IEP must be available to the student for the reading assessment. However, accommodations or modifications that alter the content or expectations of the assessment items will invalidate the score on the reading assessment. Examples include, but are not limited to:
  - Read aloud/text-to-speech for reading passages

- Use of a dictionary
  - Use of a scribe or speech-to-text for composing extended writing tasks
3. For students who did not reach the established cut score or for students with disabilities who could not participate in a valid administration of the reading assessment such as students with low-incidence disabilities, the IEP team can use results from another valid and reliable assessment that can compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification (see valid and reliable measures below). Scores must be from a recent assessment within the last school year. Scores must be within the average range. For example, the Woodcock-Johnson Tests of Achievement Broad Reading Cluster must be a standard score of 90 or above.

Note: Only trained certificated personnel should assess to students.

The assessments which are considered valid and reliable to measure basic skills for reclassification purposes include the following:

1. Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)
2. Kaufman Test of Educational Achievement, Third Edition (KTEA-III)
3. Brigance Comprehensive Inventory of Basic Skills (CIBS II)
4. Other assessments that provide a valid and reliable score, such as the Language Reading Scale (LRS), Progress Assessment in Reading (PAR), Gates-MacGinitie Reading Test (GMRT), Gray Oral Reading Test (GORT), Test of Silent Contextual Reading Fluency (TOSCRF)

Complete the form *Request to Use Alternate Means to Demonstrate Basic Skills in English* during an IEP meeting.

#### Monitoring of Reclassified Students

ISANA will monitor the progress and achievement of reclassified students, using the Reclassified Fluent English Proficient (RFEP) Monitoring Tracker. All RFEP students are monitored at the end of each trimester reporting period for a minimum of four years after reclassification to ensure correct classification, placement and additional academic support, as needed. ISANA will maintain a record of RFEP student progress that will include data on the CAASPP, internal benchmarks, curriculum embedded assessments and teacher evaluation reports. Reclassified students having difficulty will be brought to the attention of the Coordination of Services Team (COST) to begin a closer monitoring process and to determine interventions that may be appropriate. Reclassified students having difficulty will have access to ELD support services. In addition, they will be eligible to receive any other support services that are available to all students.

Appropriate support services may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After-school tutoring
- Specialized reading, writing or math instruction

- Content-based language development support instruction
- After-school academic support
- Intervention classes

**STATE QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (EL 15, 16, 19)**

ISANA is committed to ensuring that all ELs are taught by qualified teachers who are knowledgeable about and proficient in implementing research-based best instructional practices for ELs. In order to do this, ISANA makes every effort to recruit teachers who are bilingual or have state authorization to teach ELs such as BCLAD, CLAD, SB 1969, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. Any teacher who teaches English classes for ELs holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

To help ensure access of ELs to all content areas, ISANA provides staff development to all teachers of ELs in instructional methodologies and assessments that support the special learning needs of second language students. Professional Development includes training in topics such as:

- Designated ELD instruction
- Integrated ELD instruction
- Primary language support
- SIOP strategies
- SDAIE strategies
- Implementation of curricula
- Assessment practices
- Language objectives

This professional development is designed to improve the instruction and assessment of ELs and to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs. Our goal in providing professional development is to increase students’ English language proficiency. These strategies are targeted to increase the staff member’s subject matter knowledge and teaching knowledge to create a lasting, positive impact on the classroom.

**MEASUREABLE OUTCOMES AND GOALS**

ISANA has established English Language Development in its current LCAP and LCAP Addendum as priority areas for teacher and administrator professional development. The overall goal is to train and provide follow-up coaching to ensure high quality utilization of effective ELD and high leverage practices at all school sites.

<p><b>Curricular Focus:</b> English Language Development</p>	<p><b>Goal:</b> English Learners will master the skills of the English Language Development Standards, Common Core State Standards, and California State Standards.</p>
<p><b>Measurable Outcomes</b></p>	<p><b>Instrument</b></p>

<p><b>Outcome #1:</b> Annual reclassification rate will increase by 1% from the year before and/or exceed 10% of English Learners as measured by CALPADS reporting.</p> <p><b>Outcome #2:</b> The percentage of students making progress towards English language proficiency will be increase annually by at least 2%, and/or be higher than the state average, as measured by the California Dashboard English Learner Progress metric</p> <p><b>Outcome #3:</b> The percentage of English Learners proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.</p> <p><b>Outcome #4:</b> All English Learners will have access to and be taught the Common Core State Standards, CA State Standards and the ELD Standards, as measured by teacher observations.</p> <p><b>Outcome #5:</b> Increase the number of opportunities for parents/families to receive training on school programs and academic initiatives specifically for parents/families of English Learners, as measured by a minimum of two workshops held annually.</p>	<ul style="list-style-type: none"> <li>• ELPAC (Annual)</li> <li>• CALPADS reporting</li> <li>• Report Cards</li> <li>• Teacher Observations and Lesson Plans</li> <li>• CAASPP</li> <li>• Parent Workshop Agendas and Sign-Ins</li> </ul>
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EVALUATION OF EL PROGRAM EFFECTIVENESS (EL 13, 19)

ISANA is committed to working in concert with administrators, teachers, support staff, students and parents to provide effective instructional programs for ELs. ISANA ensures that the practices, resources, and personnel used at each school effectively implement the program for ELs. ISANA will monitor implementation of the EL Master Plan to determine the effectiveness of the program and the services we are providing ELs (including RFEPs and LTELs). ELs receive ongoing support through the cycle of instruction, assessment, monitoring, and evaluation in all classrooms.

Recent English Learner performance data highlights the effectiveness of our instructional program. For example, the recent 2019 CAASPP scores demonstrate, on average, ISANA ELs had higher ELA and Math scores as compared to the averages for District and State ELs. Our LTEL data also speaks to the effectiveness of our instructional program, as most of our LTEL students have progressed to RFEP status. In terms of RFEPs, ISANA schools generally have surpassed RFEP goals as stated in their respective charters.

By monitoring student achievement through on-going analysis of achievement data of ELs, academic needs are addressed, instructional strategies are identified and implemented, and overall program effectiveness is continually evaluated. In this process, we endeavor to review the degree to which: (i) ELs are attaining English language proficiency comparable to average native speakers of English at the charter school; and (ii) ELs are achieving and sustaining parity of academic achievement with students who entered the school already proficient in English.

In addition, we will provide timely feedback and identify needed modifications to all our stakeholders. Finally, we will utilize established internal accountability for administrators, Instructional Coaches, teachers and stakeholders to ensure continuous growth for our ELs.

#### *28. Gifted and Talented Students and Students Achieving Above Grade Level*

ISANA opposes tracking, and therefore does not identify students for gifted-only classes. However, we ensure that gifted and talented students and students achieving above grade level are provided with targeted classroom instruction and enrichment opportunities throughout the school day in order to meet their specific learning needs. High achieving students are identified by scoring in the advanced level on standards-based benchmark assessments and achieving mastery in all core courses with a score of 4 or an A on their report card. In order to ensure high performing students are provided enrichment, teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to create learning activities that target the needs of students, using strategies such as:

- Using different text levels in independent reading and guided reading instruction.
- Appropriate and flexible grouping
- Significant interaction with intellectual peers
- Assigning challenge problems for early finishers.
- Vertical enrichment projects aligned to academic learning.
- Activities to hone thinking, reasoning, communication and self-regulation skills.
- Consideration of the students' interest and levels of knowledge and ability
- Differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- Provision for continuous progress that meets the students' needs and focuses on their areas of strength

The onsite designee for parents to contact regarding GATE is the Principal.

#### *29. Students Achieving Below Grade Level*

ISANA also emphasizes expanded learning experiences for students who are identified as achieving below grade level. Professional development for our teachers includes specific training in recognizing students achieving below grade level, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies, including

differentiation, in the classroom. Upon identification of any student as achieving below grade level:

- Parents are informed of the student's academic standing within one week of identification.
- Within two weeks of identification, the school schedules a conference between the student, parent, teachers, and the administrator or his/her designee to develop an action plan. The individualized action plan for achievement will have specific responsibilities for the student, parent, and teachers.
- In those areas where the student is struggling most, small group or one-to-one instruction is offered by the classroom teacher and/or teacher's assistant.
- Paraprofessionals, Academic Interventionists, and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) provide remedial tutoring through individualized and/or small group assistance.

Students achieving below grade level initially are identified based upon low achievement scores as identified using the following assessment tools: Smarter Balanced Assessment and/or Internal Diagnostic reports, report cards/progress reports from the most recent school year, Kindergarten Checklists, and/or publisher provided Curriculum-Based Assessments. For English Learners, initial date of identification as an EL or IFEP and progress in ELD level will also be reviewed and taken into consideration. Instructional strategies utilized for students achieving below grade level include pre-teaching and re-teaching skills and lessons in small groups, using visual cues, repetition, modeling, using graphic organizers, print-rich room environment, teaching through hands-on activities using realia, and tutoring (in-school and after-school). Teachers monitor the progress of students in this student group weekly in their data reflections, as well as after each Diagnostic assessment.

The CoST, SSPT, and RTI services described above are provided to students achieving below grade level.

#### Students Needing Retention

ISANA holds high expectations for all students. Therefore, there are no social promotions at the school. Students who do not meet state adopted standards or may need retention receive extra help involving some combination of differentiated instruction, and supplemental education classes, such as our afterschool program. Emphasis is placed on methods that allow students performing below grade level to gain new knowledge, learn new strategies for acquiring information and solving problems, and enhance their perspective on habits and excitement of learning. Faculty, staff, and administrators work together to ensure that no individual student falls behind. By instituting a comprehensive support system for all students-including small classes and tutoring after school, as well as close communication with families, we ensure that our students achieving below grade level do not fall through the cracks and progress to grade level.

#### Identifying Students in Need of Intervention- Intervention Strategies

ISANA will implement intervention strategies that reduce student dropout and increase student achievement. In identifying students in need of intervention assistance, ISANA will use risk factor indicators including:

<ul style="list-style-type: none"> <li>• Poor peer relationship</li> <li>• Immature-easily influenced</li> <li>• Disruptive behavior</li> <li>• Frequent suspensions/expulsions</li> <li>• Frequent health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Poor peer relationship</li> <li>• Immature-easily influenced</li> <li>• Disruptive behavior</li> <li>• Frequent suspensions/expulsions</li> <li>• Frequent health problems</li> </ul>
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Intervention will be provided through afterschool tutoring or the Expanded Learning Program, in which students receive intensive and strategic academic support to address identified areas of need. The Expanded Learning program will also provide additional opportunities for students to benefit from software programs such as iReady.

In addition, students identified for intervention via the risk factor indicators above may also be referred to the Student Success Progress Team (SSPT) by a parent, teacher, or administrator. The SSPT is a total school commitment to helping students who need intervention and support in the general education classroom. The SSPT begins with a meeting involving the school principal/designee, teachers, parents and other school staff who are responsible for working with a student who requires assistance. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student’s ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that enable the student to participate more effectively in the regular classroom. The SSPT functions to stimulate the school community to work together with the common purpose of providing appropriate interventions and assistance for students who need intervention and support, yielding academic and behavioral success.

Counseling is an integral part of ISANA’s educational program. It is developmental by design and includes sequential activities organized and implemented by community partners with the support of teachers, administrators, students, and parents. The counseling program is an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services (e.g. self-image and eating issues, negative peer relationships, grief from loss of a family member, desire to harm self, consistent behavior that interrupts instruction, or other behavior that is not aligned to ISANA classroom expectations) may be referred for counseling by a parent, teacher, or administrator.

*30. Socioeconomically Disadvantaged/Low Income Students*

At ISANA, students from low socio-economic backgrounds thrive and learn in a nurturing, caring, and collaborative environment. Socioeconomically disadvantaged/low income students are identified in PowerSchool , which feeds into the i-Ready platform, allowing



teachers to monitor and track students in this group. A student is identified as socioeconomically disadvantaged/low income if he/she meets any one of the three following conditions:

- (a) Enrolled in Free Meals Program
- (b) Enrolled in Reduced-Price Meals Program
- (c) Parent's highest level of education = 14 (Not a high school graduate).

Professional development is focused on intentional instruction, reflecting a diagnostic approach that is driven by identified instructional needs. To support socioeconomically disadvantaged/low income students, teachers receive training in the following topics: how to use assessment data to guide instruction, strategic planning that sets meaningful benchmarks for improvement, the importance of positive teacher-student relationships, and how to incorporate continual monitoring and assessment to guide instruction.

In addition, the school provides the enrichment opportunity of the Expanded Learning program after school. Students receive daily homework help in small and whole groups. Students also participate in academic enrichment activities that are aligned to their grade level pacing guides. Daily social enrichment activities include activities such as chess, character building, and computer lab. All students receive physical and health promotion in the form of informative seminars centered on healthy behaviors and preventative measures as well as physical enrichment in the form of a variety of games and activities designed to stimulate physical activity. On Fridays, students participate in Futuristic Friday After School Clubs such as Future Doctor, Photography, Future Scientist, Environmental, Spoken Word, School Reporter, Future Astronomer, Glee & Drama, and future Architect. The clubs are designed to give students an insight into potential career options as adults – students participate in hands on exploratory activities such as model bridge construction, animal organ dissection, galaxy creation, and volcano creation.

Additionally, in order to meet the economic needs of socioeconomically disadvantaged/low income students and families, ISANA holds parent workshops on issues related to economic need, such as purchasing and accessibility of computers and internet, accessing free or low-cost health care, and accessing the after-school program. All students are provided with a Chromebook and other school supplies as needed in order to access and complete their work.

Teachers and school administration monitor the progress of students in this student group weekly in data reflections, quarterly after each Diagnostic assessment, and annually after the statewide test.

Socioeconomically disadvantaged/low income students, who are performing below grade level, are taught cognitive strategies, such as the structure of language, how to establish goal-setting and procedural self-talk, how to sort relevant from irrelevant cues, multiple intelligences and modalities, and how to use mental models. In addition, teachers use kinesthetic approaches, rubrics, graphic organizers, and flexible grouping for instruction based on identified student needs. Immediate intervention for struggling students is provided through one-on-one support, in-school and after school tutoring, and small group instruction.

## *Students with Disabilities*

Provisions addressing matters related to students with disabilities can be found in the district required language.

### *31. Students in Other Subgroups*

#### Foster Youth

ISANA is dedicated to enhancing the educational outcomes of students residing in foster care (e.g., with relative caregivers or foster parents). We provide comprehensive services to improve attendance as well as maximize the educational achievement and the social-emotional well-being of all foster youth. Student and Family Services Coordinators advocate for the educational rights of students in foster care, as well as provide consultation to school staff, community agencies, and caregivers on issues specific to students in foster care.

While it is important to identify all specialized student populations to provide necessary support to ensure that they succeed in school, it is equally important to understand that the identification of these specialized student populations is a personal and sensitive matter. School site staff shall treat this information with sensitivity, keeping the identification of these specialized student populations confidential, unless required to disclose.

Foster Youth are identified based on their enrollment applications (Foster Youth is not asked for on the lottery form) or at other times during the year when social workers, biological parents, or resource parents inform staff of the child's foster status. We track Foster Youth through our student information system, PowerSchool. Our Director of Pupil Services serves as the assigned Foster Student Liaison who supports schools (including the school counselor) in meeting the needs of Foster Youth. . Examples of needs include uniforms, school supplies, counseling, or mentorship. Longstanding partnerships with on and off-site mental health providers are readily available to assist with the mental health needs frequently associated with students in foster care. Interventions for Foster Youth are provided as needed through our CoST (Coordination of Services Team) and SSPT (Student Success Progress Team) programs, which are provided depending on need based on academic and behavior performance. Additional support to Foster Care families is provided through our parent meetings, teacher and administrator open door availability, and weekly reports. Teachers track how Foster Youth are performing academically in their action plans after each Diagnostic to ensure they are maintaining growth.

#### Standard English Learners (SELs)

Students identified for this subgroup will be socioeconomically disadvantaged students who speak African American Vernacular English (AAVE) and Latino American Language. SELs have mastered a language variety that is of a non-mainstream form. Each of these varieties is based largely in English vocabulary and grammar, *but employs its own phonological, lexical, syntactic, discourse, pragmatic and usage features*. These non-mainstream varieties are systematic and highly structured, with explicit rules for forming sounds, words and sentences, and are highly effective and useful as language systems in their communities of

practice. The mastery and application of the complex linguistic rules of these English varieties generate differences between the students' home speech and the language of the school. We will use assessments that identify features of AAVE and Mexican American English. We will examine writing samples frequently since SELs tend to write in an oral style that reflects the dialectical.

Teachers and Instructional Coaches meet the needs of this student group through daily classroom instruction. ISANA will provide focused professional development such as:

- Develop teachers' knowledge, understanding and positive attitudes toward SELs and the non-standard varieties of language they use;
- Develop teachers' linguistic knowledge about non-standard varieties of English
- Incorporate this linguistic knowledge into instructional practice
- Use student engagement strategies and appropriate scaffolding techniques to improve SELs' access to core content
- Utilize a balanced approach to literacy instruction that includes instruction in all the cuing systems; syntactic, semantic, grapho-phonetic, and pragmatic
- CRRE
- Mainstream English Language Development Strategies

ISANA will monitor the progress of students in this subgroup through assessments and Performance Tasks that identify features of AAVE and Mexican American English such as students' ability to use context clues, word parts, multiple choice; examining writing samples frequently since SELs tend to write in an oral style that reflects the dialectical; and monitoring fluency.

### **“A Typical Day”**

A visitor to the school should expect to see students engaged in standards-based curriculum with teachers as facilitators. Classrooms show evidence of standards-based instruction and rigor. Student work is showcased and graded according to standards-based rubrics. A visitor will also see the school's technology plan in effect with laptops for students, and projectors and document cameras for teachers, video on demand equipment, and other such equipment. The visitor should readily see that the technology is being used to further the effectiveness of the curriculum. Students will be observed using laptops to engage in personalized and differentiated instruction with the teacher as facilitator, conduct internet research, write papers, and create PowerPoint presentations. In addition, students will be seen taking grade-level standards-based assessments using internet-based software.

A visitor will also see students engaged in enrichment activities such as acting, dance, and vocal instruction in our Visual and Performing Arts classes. A visitor should see dedicated staff directing and overseeing the students. A visitor will see and hear teachers engaged in conversations around weekly assessment data and how to use the data to drive instruction for the upcoming week. Teachers will be seen and heard sharing and implementing effective strategies as they strive to increase student achievement. There will be evidence of parent involvement and extended learning time.

A visitor will see an Expanded Learning program that is an extension of the school day, a program that focuses on supporting students academically while cultivating their social and emotional well-being through an array of enrichment activities. Visitors will see a program that integrates technology and project-based learning to promote skill building, active and engaged learning, and youth voice and leadership. Students in the Expanded Learning program complete their homework with the assistance of quality staff in safe and supportive environments. Visitors will notice collaborations with community partners to promote and practice healthy choices and behaviors in various components of the program. Students participate in academic enrichment activities that are aligned to their day-school instruction, incorporating technology programs such as i-Ready. A visitor to the school will also see that the school culture is welcoming and unites students and staff in a common educational endeavor and determining expectations for academics and behavior.



## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code, § 47605(c)(5)(B).)*

Charter School will set pupil outcomes related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, including those identified in Education Code section 52052(a). The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

On or before July 1 of each year, Charter School shall update the goals and annual actions to achieve those goals identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of the specific actions described in the charter toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments.

## **ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code, § 47605(c)(5)(C).)*

Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code, § 47605(d)(1).)

Charter School will comply with state requirements for participation in and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement

Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as to Charter School. Test results for the prior year, if not provided directly to the District by the State, will be provided by Charter School to the District no later than September 1 of each year.

Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

### **Measurable Goals of the Educational Program**

Measurable Goals of the Educational Program are described in Element 1.

### **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

Performance Targets Aligned to State Priorities Performance targets aligned to state priorities are described in Element 1.

### **Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

*i-Ready* – In order to monitor and measure student progress toward mastery of state standards and our LCAP goals, ISANA uses the *i-Ready* program to administer Diagnostic Assessments. *i-Ready* is an interactive online learning environment designed to assess students and provide individualized instruction based on each one’s unique needs. *i-Ready* Diagnostic assessments are adaptive assessments designed to provide teachers with actionable insight into student needs. They offer a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the *i-Ready* Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.

Students take *i-Ready* Diagnostic assessments three to four times a year, depending on the grade level. On each Diagnostic, students receive one of three placement levels: Tier 1 represents students who are on or above grade level, Tier 2, one grade level below, and Tier 3, two or more grade levels below. In addition, the first Diagnostic of the year provides each student growth goals for “typical growth” (the average annual growth for a student at this grade and placement level). as well as “stretch growth” (an ambitious but attainable level of annual growth that puts students on a path to proficiency, and puts on on-grade level students on a path to achieve/maintain advanced proficiency levels). Subsequent Diagnostics track students’ progress towards their typical and stretch goals in addition to giving updated placement levels.

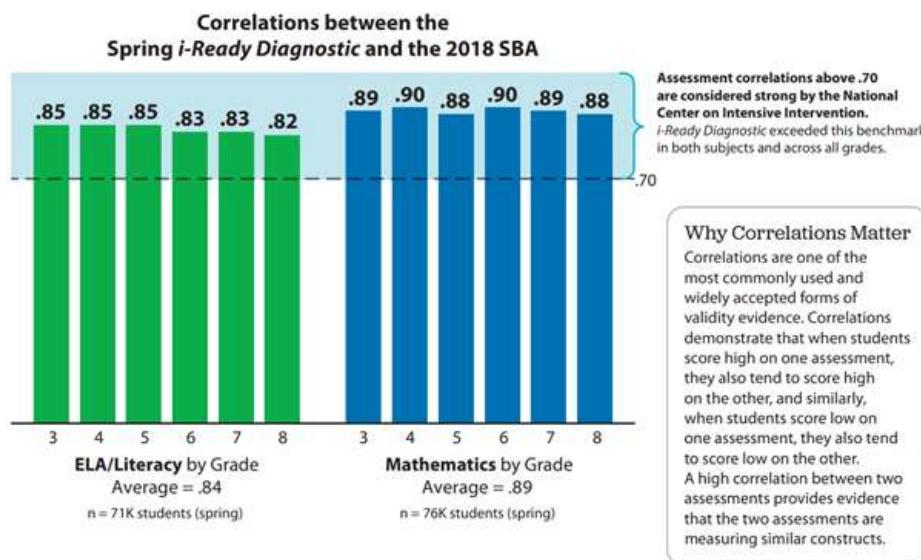
*i-Ready* as a verified and valid data source:

*i-Ready* meets the state requirement of being a *verifiable* data source, as it has been created by nationally recognized, valid, peer-reviewed and reliable sources that are externally produced. In addition, data from *i-Ready* provides a *valid* predictor of SBAC proficiency (referred to as SBA below), as measured by a high correlation between the two. Below are details of this correlation, taken from the *i-Ready* website:

Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring similar constructs.

In 2017-2018, Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), conducted a large-scale study on the relationship between the *i-Ready* Diagnostic and the 2018 SBA as well as other national assessments. Data was collected from approximately 105,000 students across 24 districts in California, Connecticut, Delaware, Oregon, and Washington. These districts were selected for participation in the study specifically to be representative of the consortium in terms of factors such as urbanicity, race/ethnicity, and socioeconomic status (using National School Lunch Program as a proxy).

Results showed a statistical correlation between the *i-Ready* Diagnostic and SBA scale scores across all grades and in both subject areas, as well as a clear correspondence between *i-Ready* Grade-Level Placements and SBA achievement levels. Assessment correlations above .70 are considered strong by the National Center on Intensive Intervention. **As can be seen in the below graph, the *i-Ready* Diagnostic exceeded this benchmark in both subjects and across all grades, scoring an average correlation of .84 in ELA/Literacy and .89 in Math.**



Additional Formative Assessments – In addition to *i-Ready* Diagnostic assessments, ISANA teachers also use other assessments to provide a holistic measure of student progress. These include assessments such as:

- curriculum-based assessments such as story tests and unit exams given weekly or according to the pacing plan),
- *i-Ready* Standards Mastery assessments to measure student mastery of specific grade level standards. (bimonthly and reassessment as needed). In addition, ISANA utilizes bimonthly *i-Ready* Standards Mastery Assessments to measure student mastery on specific grade level standards.
- writing portfolio samples (bi-monthly).
- performance tasks (quarterly)

### **Data Analysis and Reporting**

Assessment data is shared with parents during parent conferences (twice a year), at monthly parent meetings (3 times a year), through mid-trimester progress reports (3 times a year) and via PowerSchool, which parents have to access to 7 days a week, 24 hours per day. Students are also held accountable for their progress as teachers conference with students to discuss their assessment scores, and develop plans of action to increase their proficiency levels (“Data Chats”). Data results are shared with students, families, staff, and ISANA’s Board of Trustees. The Principal and Chief Executive Officer are ultimately responsible to the Board of Trustees for student achievement.

### **Grading, Progress Reporting, and Promotion/Retention**

#### Grading Policy

A grading policy and report have been developed for all ISANA schools with the input and support of the faculty, parents and students of the charters. The grading policy was developed to comply with applicable state and federal laws. Students’ grades on academic standards as well as work and study habits are based on but are not limited to the following:

- Portfolio and Performance Assessments
- Formal and Informal Tests,
- Class Assignments, Projects, and Home Assignments.

Standards-based report cards are issued on a trimester basis. Students receive an achievement grade each trimester based on a 4-point rubric as follows:

	Achievement Scores	ELD Achievement Scores
4	Advanced	Advanced Progress
3	Proficient	Average Progress
2	Partially Proficient	Partial Progress
1	Not Proficient	Limited Progress



## Promotion and Retention of Students

Promotion and retention of students will be based on several assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures will include the student progress report and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year may be retained.

The principal and/or teacher will prepare a written determination to specify the reasons for retention. The written determination will include recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination will be provided to and discussed with the student’s parents, the student’s teachers, and the principal.

Students identified for retention must participate in a remediation program (i.e. after-school, tutoring, summer-school, RTI). The student’s academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote the student will be reevaluated at that time.

The promotion and retention of special education students will be determined according to their Individualized Education Program (IEP).



## **ELEMENT 4 – GOVERNANCE**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code, § 47605 (c)(5)(D).)*

### **General Provisions**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School and for claims arising from the performance of acts, errors, or omissions by Charter School. (Ed. Code, 47604(d).)

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide OCS with a copy of the amended bylaws within 30 days of adoption.

All meetings of Charter School’s governing board shall be called, held, and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

### **Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School shall comply with the Political Reform Act of 1974 (Gov. Code, § 81000 et seq.).

Charter School shall comply with Government Code section 1090 et seq.

Charter School and its employees and representatives, including, but not limited to, members of Charter School's governing board, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards and District policy regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length, or in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision not Revoke, Notice of Non-Renewal, or equivalent notice, by the District's Board of Trustees.

### **Conflicts of Interest**

Members of Charter School's Governing Board, any administrators, managers or employees, and any other committees of Charter School shall at all times comply with federal and state laws, nonprofit integrity standards and the District's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

### **Notification of the District**

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing the investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **Student Records**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws, including FERPA. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well.

### **Responding to Inquiries**

Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding its financial records, from the District and shall consult with the District regarding any such inquiries. Charter School acknowledges that it, including but not limited to its nonprofit corporation, is subject to audit by the District and that if the District seeks an audit of Charter School it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

If an allegation or other evidence of waste, fraud, abuse or other material violation of law related to Charter School's operations, or breach of the charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

### **Parental Involvement**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of the child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because the student's parent cannot, has not, or will not provide volunteer service to Charter School.

Charter School understands that it may encourage parental involvement and it identifies suggested means of parental involvement in this charter. However, Charter School shall notify

the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, Charter School. (Ed. Code, § 47605(n).)

**Federal Program Compliance**

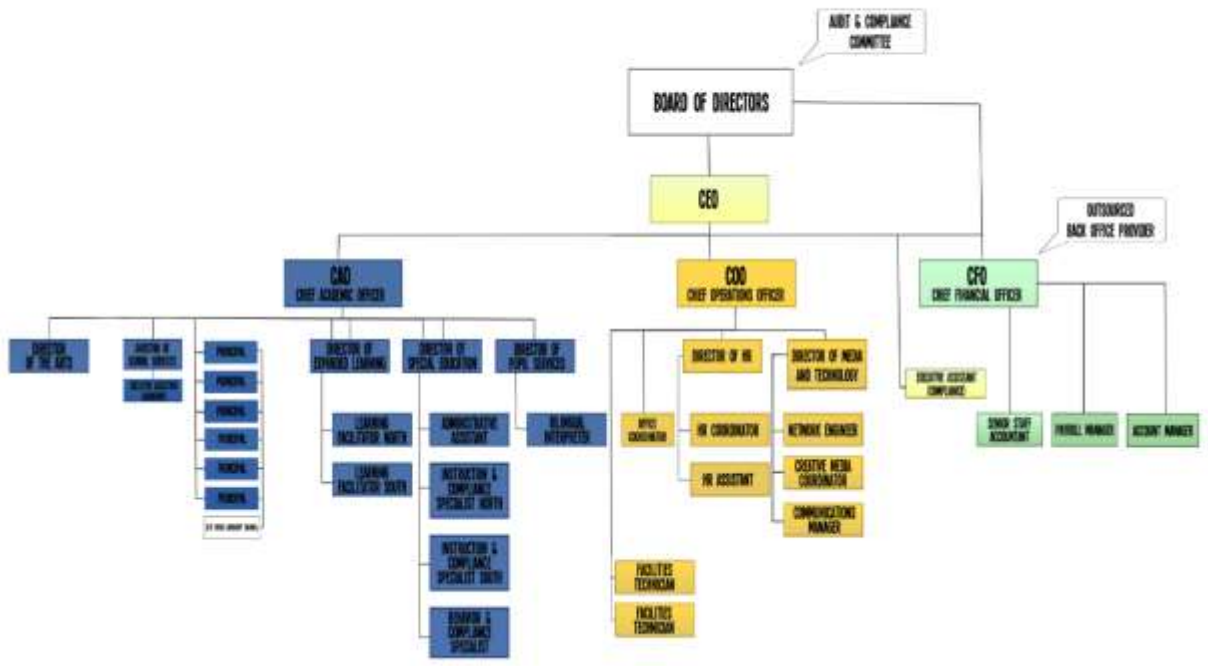
To the extent that Charter School is a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

Charter School also understands that as part of its oversight of the school, the OCS may conduct program review of federal and state compliance issues.

**Governance Structure**

ISANA Achenar Academy is operated by ISANA, a California nonprofit public benefit corporation. ISANA is a corporation that shall have no members, as that term is used in Corporations Code section 5056. On or around July 23, 2018, ISANA amended its Articles of Incorporation to change the name of the organization from “Celerity Educational Group” to ISANA, and ISANA and the District agreed in a signed amendment to amend this charter to reflect the organization’s new name.

**ISANA LEADERSHIP ORGANIZATIONAL CHART**



ISANA Achernar Academy is operated in accordance with the Articles of Incorporation and bylaws of ISANA and this charter petition. The affairs of ISANA are managed and its powers exercised under the ultimate jurisdiction of ISANA's Board of Trustees. This is explained in further detail below.

ISANA shall continue to be operated as a California 501(c)(3) nonprofit public benefit corporation. The Articles of Incorporation are filed with the California Secretary of State. As a nonprofit corporation, ISANA may not operate to the private inurement of any individual or group of individuals. ISANA is a corporation that shall have no members, as that term is used in Corporations Code section 5056.

ISANA acknowledges that amendments to its bylaws that significantly alter the Charter School's governance or organizational structure, such as adding a member, are material and require approval by the District Board of Education.

ISANA Achernar Academy shall operate autonomously from the District with the exception of supervisory oversight.

#### ISANA Board of Trustees

ISANA Achernar Academy will be governed by a nonprofit board of trustees, whose major roles and responsibilities include, but are not limited to, establishing and approving all major educational and operational policies, approving all major contracts in accordance with ISANA's fiscal policies and procedures, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements and selecting and evaluating ISANA's top employee.

#### Executive Level Employees

*Chief Executive Officer (CEO)* – The CEO is not a member of the Board of Trustees. The CEO is responsible for the strategic direction and success of the organization.

*Chief Financial Officer (CFO)* – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

*Chief Academic Officer (CAO)* - The Chief Academic Officer (CAO) is responsible for both sustaining and improving ISANA's culture of high academic excellence and will have primary authority and accountability for the academic performance of all schools.

*Chief Operations Officer (COO)* - The Chief Operations Officer is responsible for leading the day-to-day operations of ISANA and the Academies. The Chief Operations Officer will generally oversee all administrative and operational functions of the organization.

#### Audit and Compliance Committee

The Audit and Compliance Committee assists the Board in fulfilling its responsibility to provide oversight of management regarding: (1) ISANA's systems of internal controls, policies and risk management; (2) the integrity of ISANA's financial statements; (3) ISANA's compliance with legal and regulatory requirements and ethical standards; and (4) the engagement, independence and performance of ISANA's independent auditors. The Committee consists of at least two Board members. All meetings of the Committee are called, held, and noticed in compliance with the Brown Act. The Committee currently meets regularly twice per month.

### **Governing Board Composition and Member Selection**

The Board of Trustees are broadly representative of the school and our community and have, by virtue of their track records in their fields, broad and deep experience in matters related to the administration and operation of a school, and more specifically, successfully educating our target student population. This composition contributes to effective school governance because the board can utilize its varied experience to make informed decisions on all aspects of school governance. The authorized number of Trustees shall be no more than seven (7) and no less than three (3). The board currently consists of the following 4 members:

- **Michael Gonzalez, Board Chair:** Michael Gonzalez is an attorney with more than 15 years of experience representing public and private clients in matters regarding administrative/regulatory law, land use and environmental law, construction law, contract negotiations and corporate transactions. In addition to his years of private legal practice, Mr. Gonzalez has also served in various levels of government, both as legislative staff and agency executive. He was also an elementary teacher at a local Los Angeles school. Mr. Gonzalez received his undergraduate degree in Public Administration from USC and his law degree from UC Berkeley's Boalt Hall School of Law.
- **Jae Chang, Trustee:** Jae Chang is a multi-licensed general contractor and real estate broker specializing in all aspects of project acquisitions and real estate development phases. With more than twenty years of experience driving his career, Mr. Chang has bolstered a myriad of duties ranging from pre-construction licensed advisor to post-development sales liaison. His experience as a leading manager in a broad spectrum of industries has emboldened Mr. Chang to envision every situation from his own unique perspective and approaches it from a multifaceted standpoint.
- **Vijay Patel, Trustee:** Vijay Patel is an attorney with almost 10 years of experience as a litigator in medical practice claims, liability claims, and disability law. In April of 2020, he joined the Los Angeles City Attorney's Office as a criminal prosecutor handling everything from domestic violence to assault and battery cases. In 2006, Mr. Patel became a Los Angeles Police Department Reserve Officer, volunteering his time to fulfill many of the same roles handled by full-time sworn police officers. Mr. Patel received a Bachelor of Arts in Psychology from the University of Southern California and his law degree from the Indiana University School of Law.

- Svea Morales, Trustee and Chief Financial Officer: Svea Morales received her Bachelor of Science degree in Sociology and Criminology from California State Polytechnic University, Pomona. Upon graduation, Morales began working at a grassroots nonprofit organization that engages parents, youth, law enforcement, elected officials, and gang members to sit together at the table and draw up solutions for reducing violence and bringing peace to their communities. Inspired by the resiliency of the youth and families she met, and with a desire to create greater change in the community, Ms. Morales went on to pursue a Master of Social Work degree from the University of Southern California. After receiving her MSW, she worked as a Mental Health Clinician. She currently serves as a director of Human Resources, and has previously served on a charter school board for eight years.

Potential board members are sought out when needed. This need may occur because an opening arises or because the Board determines that it needs expertise in a specific area. In terms of qualifications, board members must have a willingness to serve the goals of the organization. In addition, board members should have expertise in areas such as legal, business, finance, public relations, entrepreneurship, education, or leadership. The Board and CEO review the qualifications of potential candidates to make sure that new Board members are a strong cultural fit with the organization, will add value in specific areas, and, most importantly, contribute to ISANA's growth and success. Board members serve three-year terms. There is no limitation upon the number of consecutive terms to which a trustee may be re-elected. Each trustee, including a trustee elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

Qualified board candidates' resumes are submitted to the full board. The board has the opportunity to ask pertinent questions to the board member candidate, and the election of new Trustees is submitted for vote to the full board. Board members are elected at a regular meeting of the Board from nominations presented, but if any such regular meeting is not held or the trustees are not elected at that meeting, the Trustees may be elected at any special meeting of the Board held for that purpose.

Board members deliberate openly on all open session agenda items during any Board meeting and vote. The Board addresses issues for the multiple ISANA academies at each board meeting. Principals and other staff report out on individual schools at board meetings. Board members have the opportunity to ask individual school staff questions about individual schools before voting on needs for those schools.

The Board of Trustees shall have ultimate responsibility for the operation and activities of ISANA and the School. The primary method for executing their responsibility is the adoption of policies, resolutions, approval of key documents, and other actions that implement the charter.



## **Governance Procedures and Operations**

The Board meets every two months or additionally as needed. Board and standing Committee meetings may be physically hosted at the ISANA central offices, one of the ISANA Academy school sites, or another location within Los Angeles County. ISANA complies with Education Code section 47604.1, as amended from time to time. ISANA has a regular meeting schedule; special meetings are called as needed and are agendaized according to the Brown Act. Annually the Board Secretary calendars the regular board meetings and sends the calendar to Board members for review ahead of Board approval. The Board is responsible for the affairs of ISANA, including, but not limited to, the following:

- Development, review, or revision of the School's mission and vision;
- Approval of the school calendar and schedule of Board meetings;
- Approval and oversight of Board policies and procedures;
- Approval of the annual budget and regular review of interim financial reports;
- Participation in the dispute resolution procedure and complaint procedures when necessary;
- Election of Board members and Officers as necessary;
- Approval of material revisions to charter;
- Approval of annual fiscal audits;
- Hiring, supervision, evaluation and if necessary, termination of the Chief Executive Officer;
- Creation of Board committees as needed, including but not limited to, the Audit and Compliance Committee.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which are not in conflict with the purposes for which ISANA Academy is established.

The Board may execute any powers granted by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of ISANA any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the person or entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### Quorum

A majority of the authorized number of Trustees shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Trustees present at a duly held meeting at which a quorum is present shall be an act of the

Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions expressly included in the Corporations Code relating to (a) approval of contracts or transactions in which a Trustee has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common trusteeships, (c) creation of and appointments to committees of the board, and (d) indemnification of trustees. When there is a tie vote, the item does not pass.

#### Abstention

Any trustee can abstain from voting at any time for any reason. Abstentions are recorded in the meeting minutes. Unless prohibited by the Political Reform Act or other applicable law, an abstaining trustee is still counted towards quorum.

#### Meetings by telephone or other telecommunications equipment

Members of the Board of Trustees may participate in teleconference meetings so long as all of the requirements in the Brown Act and Education Code section 47604.1, as amended from time to time, are complied with. For so long as ISANA operates one or more charter schools located within Los Angeles County, ISANA will meet within the physical boundaries of Los Angeles County and a two-way teleconference location will be established at each school site.

#### Annual and regular meetings

All meetings of the Board of Trustees and its standing Board committees, if any, shall be called, noticed, and held in compliance with the provisions of the Brown Act. All meetings of the Board of Trustees shall also be called, noticed, and held in compliance with the provisions of Education Code section 47604.1, as amended from time to time. The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees.

At least 72 hours before a regular meeting, ISANA posts an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

### **Stakeholder Involvement**

#### Parents and Community Members Access to Board Meetings

Meeting Notices and Agendas for Board meetings will be posted as required by the Brown Act, and so that they are accessible to the school's stakeholders. The agendas contain a brief general description of each item of business to be transacted or discussed at the meeting including items to be discussed in closed session. Agendas specify the time and location of the meetings and will be posted in locations that will be freely accessible to members of the public. Board meetings will be open to the public and will be held in Los Angeles. To ensure all parents have access to Board meetings, ISANA makes reasonable accommodations which may include teleconferencing (which will comply with the provisions of the Brown Act) and webcasting from the school site. Parents and community members can address the board on agenda items

and on non-agenda items. Speakers' sign-up sheets will be available at the beginning of every Board Meeting. Agendas will be distributed to any members of the public who request them. During the Board Meeting, minutes of Board actions will be recorded by a member of ISANA staff and will be reviewed by the Board Secretary prior to distribution to and adoption by the full Board. Agendas and official minutes will be available at ISANA Achernar Academy from the Office Manager.

### Site-Based Advisory Council

ISANA Achernar Academy has a Site-Based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community members. The Site-Based Advisory Council is a self-selecting Body. During the September General Parent Meeting, parents, community members and staff may self-nominate to be Council Members, and then the meeting attendees vote to elect the self-nominated members. Starting in October, the Site-Based Advisory Council meets monthly with the school administrators to provide suggestions and recommendations to the Board through the Principal and CEO on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of ISANA Achernar Academy. Meetings occur monthly from October to May each school year.

### LCAP Development

Stakeholders (including administrative staff, classified staff, parents, certificated staff, and students) attend trainings on the LCFF, the LCAP, and how to read and interpret the eight priority metrics (data), and the schools' goals. At these meetings, stakeholders provide input that helps to formulate the document and provide quantitative information. The group analyzes the progress that was made toward each of the goals and how/if actions and services should be revised based on quantitative and qualitative data. Throughout the school year, we meet with stakeholders on a regular basis to analyze our progress toward our goals. ISANA complies with Education Code section 47606.5 in the development of its LCAP, including the requirement to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public. The LCAP is available in the main office and on ISANA's public website, and is adopted at the regularly scheduled governing board meeting.

### School Site Council

The School Site Council is composed of the Principal, teachers, other school personnel, and parents/guardians, and is responsible for developing, reviewing, and monitoring the school's plan for student achievement and reviewing relevant data to align state and categorical funding to the plan. The Council annually reviews the plan, establishes a new budget, and if necessary, makes modifications to the plan to reflect changing needs and priorities. As part of this, the School Site Council is involved in developing the plan and budget for federal Title I funds.

### Parent Investment

One of the primary predictors of student success is parent investment in supporting the instructional program and the education for their children. Parents of ISANA Achernar

Academy students will be encouraged and expected to participate in the educational process of their children. To reach this goal, parents will be meaningfully and actively engaged in their children's education. Parents can support their children's learning at school and at home through their participation in understanding what it will take for children to achieve at high levels, and by their active voice in achieving the goals of the school through volunteering. . Some opportunities for parent involvement include, but are not limited to:

- Parents are actively engaged in the development of the school as members of the Site-Based Advisory Council.
- Parents are provided multiple opportunities to develop awareness of diagnostics and what their children must achieve to be successful.
- After enrollment, each parent and the school is encouraged to sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the philosophy, program and academic goals of ISANA Achnar Academy. Failure to sign the agreement in no way impacts a student's enrollment.
- Parents are strongly encouraged to commit to volunteering time to support the school and to participate as mentors. A parent's failure to volunteer or inability to volunteer does not impact the student's enrollment.
- Parent-teacher conferences take place quarterly.

Prior to admission all parents/guardians are encouraged to attend an orientation. After admission parents are encouraged to sign the non-binding Family Agreement. Family Agreements will encourage parent involvement in and support of their child's educational experiences by encouraging parents to:

- Work with the child at home with homework, projects, etc.
- Maintain a positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis, on time, and wearing clothes according to the school's Dress Code, which is available in the Parent Handbook.
- Enforce the School's discipline policies with their child, which are available in the Parent Handbook.
- Enroll their child in academic enrichment programs (Expanded Learning Program, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year. Parents' inability to attend the workshops will not have an impact on students' continued enrollment and receipt of instruction.
- Volunteer at least three (3) hours per month at the school. Parents' inability to volunteer three (3) hours per month will not have an impact on students' continued enrollment and receipt of instruction.

While parental involvement is strongly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, ISANA Achnar Academy.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

**“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code, § 47605(c)(5)(E).)**

### **Equal Employment Opportunity**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA and Credentialing Requirements**

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that its teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment in accordance with Education Code section 47605(1)(1). Charter School shall maintain current copies of all teacher credentials at Charter School and make them readily available for inspection.

Charter School certifies that all of its teachers have obtained certificates of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341 in accordance with Education Code section 47605(1)(2).

### **Obligation to Report to California Commission on Teacher Credentialing**

Charter School shall comply with Education Code section 44030.5 with respect to reporting a change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

### **Employment of Felons**

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

## **Employee Positions and Qualifications**

ISANA Achenar Academy has selected a group of professionals that share the educational philosophy of the school and are committed to the education of all children.

All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries will be based on the job duties and work basis as outlined in the charter.

ISANA Achenar Academy currently has the following positions. It considers the ones with an Asterix (\*) to be “key” positions, which are further described below:

All employee classes/positions at ISANA	
<ul style="list-style-type: none"> <li>• Chief Executive Officer*</li> <li>• Chief Financial Officer*</li> <li>• Chief Academic Officer*</li> <li>• Chief Operations Officer*</li> <li>• Director of School Services</li> <li>• Director of Pupil Services</li> <li>• Director of Special Education*</li> <li>• Director of Expanded Learning</li> <li>• Director of Media and Technology*</li> <li>• Director of Human Resources*</li> <li>• Director of the Arts</li> <li>• Principal*</li> <li>• Instructional Coach/Administrator in Training</li> <li>• Instructional Coach*</li> <li>• Teachers* (Gen Ed and RST)</li> <li>• Counselor</li> <li>• Psychologist</li> <li>• School Operations Manager/Office Manager*</li> <li>• Data Manager*</li> <li>• Student and Family Services Coordinator*</li> <li>• Gen Ed Instructional Aide</li> <li>• Instruction &amp; Compliance Specialist</li> <li>• Behavior Compliance Specialist</li> <li>• Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>• Paraprofessionals (Gen Ed and SPED)</li> <li>• Yard Supervisors</li> <li>• Office Clerks</li> <li>• Admin Assistant</li> <li>• IT Professional</li> <li>• Custodian</li> <li>• Facilities Maintenance Technician</li> <li>• PE Instructor</li> <li>• Dance Instructor</li> <li>• Vocal Instructor</li> <li>• Acting Instructor</li> <li>• Classified Performing Arts Coordinator</li> <li>• Expanded Learning Program Learning Facilitator</li> <li>• Expanded Learning Program Site Coordinator</li> <li>• Expanded Learning Program Assistant Site Coordinator</li> <li>• Expanded Learning Program Leader</li> </ul>

## Descriptions of Key Positions

### *Chief Executive Officer*

The Chief Executive Officer (CEO) is responsible for the strategic direction and success of the organization.

The CEO has the overall responsibility for leading ISANA to implement the ISANA Board's goals and successfully operate its high performing schools that consistently implement the ISANA Educational Model; has the overall accountability of all schools and the ISANA organization; and supervises and evaluates the performance of the CFO, COO, and CAO. The CEO's primary responsibility is for the educational program, fund development, and financial management of the organization. The CEO also has the final responsibility for selection and termination of key staff. The CEO reports to and is evaluated by the ISANA Board of Trustees annually or as often as necessary, and is responsible for providing strategic leadership for the organization by working with the Board and other management to establish long- range goals, strategies, plans, and policies.

### Duties and Responsibilities

- Oversee the planning, development, organization, implementation, direction and evaluation of the organization's performance.
- Participate in the development of the corporation's plans and programs as a strategic partner.
- Evaluate and advise on the impact of long-range planning, introduction of new programs/strategies and regulatory action.
- Enhance and/or develop, implement and enforce policies and procedures of the organization by way of systems that will improve the overall operation and effectiveness of the corporation.
- Establish credibility throughout the organization and with the Board as an effective developer of solutions to business challenges.
- Provide strategic input and leadership on decision making issues affecting the organization;
- Optimize external relationships and initiate appropriate strategies to enhance the organization.
- Evaluation of the plan for continual improvement of the efficiency and effectiveness of the organization as well as providing individuals with professional and personal growth with emphasis on opportunities (where possible) of individuals.

### Skills and Experience:

- 5-7+ years of experience in managing and leading a high performing organization including strategic development and operations
- Graduate (Master's level) degree in Education, Business or related area

- Entrepreneurial drive and proven track record in launching new ventures or major initiatives
- Superior relationship management skills, including external and internal stakeholders/clients
- Passion for education reform and a commitment to serving children in underserved communities

#### *Chief Financial Officer*

The Chief Financial Officer (CFO) has direct responsibility for the financial and budget matters of ISANA. Reporting directly to and evaluated by the CEO, the CFO is responsible for safeguarding the assets of the Schools while working closely with the CEO. General duties include: finance, accounting and reporting management, preparing and administering the budget, guiding and developing long-term financial sustainability directing and supervising all finance functions including, but not limited to risk management budgeting, audits, operational compliance, and grants management while adhering to applicable laws, regulations, professional standards and policies and procedures.

The CFO directly supervises the Business Office personnel. The CFO has the proven ability to both listen to and communicate well with constituencies inside and outside of the Schools. This position requires a hands-on professional who is prepared to diplomatically deal with and resolve issues in real time as needed. The CFO liaises with the Board of Trustees at meetings and as an advisor to the Audit and Compliance Committee and to ensure the fiscal effectiveness of the schools.

#### Duties and Responsibilities:

- Provide strategic leadership for the Schools on finances, budget development, and investments.
- Ensure that effective internal financial controls are in place for the Schools.
- Ensure compliance with GAAP and applicable federal, state and local regulatory laws and rules for financial and tax reporting.
- Provide leadership in the development and the continuous evaluation of short and long-term strategic financial objectives.
- Work with the CEO and Board of Trustees as required to ensure the business and financial objectives of ISANA are met in an effective and timely manner.
- Collaborate with the CEO and Principals to ensure that each school's programs remain on budget and are scaled to the Schools' available financial resources.
- Evaluate and advise on the financial impact of long-range planning, introduction of new programs/ strategies and regulatory action.
- Provide leadership team and Board of Trustees with ongoing advice on the financial implications of the Schools' business activities.
- Manage processes for financial forecasting, budgets and interim reports, other financial reports, consolidation and timely reporting.



- Direct the timely preparation and implementation of the Schools' budgets and interim reports to ensure compliance with state laws and alignment with the Schools' charters and goals.
- Regularly evaluate financial safeguards, policies and procedures, and initiate Board policy development on business and budget-related matters as necessary and appropriate.
- Ensure credibility of the finance team by providing timely and accurate analysis of budgets, interim reports, financial trends and forecasts to the CEO and Board of Trustees.
- Direct and oversee all aspects of the finance and accounting functions of the organization.
- Direct the receipt of funds, management of funds and any investments, and expenditures of funds, to insure proper and lawful expenditures of funds and maximum returns on these funds.
- Forecast short- and long-range cash requirements and obligations as a basis for sound financial funding mechanisms.
- Direct and oversee the grants management programs to ensure maximum and effective participation in all available local, state, and federal grants.
- Develop systems that ensure compliance with all grant requirements and use of restricted funds, including requirements for federal and state grants.
- Assure protection of the assets of the Schools by enforcing and promoting internal controls, internal auditing, and ensuring proper insurance coverage.
- Direct and supervise the work of the business office and/or back office provider to ensure use of standard accounting and bookkeeping procedures, to keep an accurate continuous record of the cash and financial position of the schools, and to manage the financial operation of the schools so that the institution remains financially stable.
- Supervise the preparation of, and review for accuracy, each School's monthly operating statement for the CEO and the Board.
- Review monthly expenditure reports, in particular credit card transactions.
- Establish a plan and schedule for the preparation of the annual budget, as well as the Schools' Annual Updates to their LCAPs, and oversee timely implementation.
- Provide for the securing of an annual independent audit of the schools' financial records and financial positions.
- In cooperation with the Schools and the Audit and Compliance Committee, assist or direct as needed an annual internal audit.
- Oversee all schools' purchasing, and banking activities.
- Provide the CEO information regarding budgets related to salaries and benefits for all personnel.
- Represent the schools and organization at various regional, state, and national associations, meetings and/or hearings relative to the role of being the CFO.
- In cooperation with the Schools and the Audit and Compliance Committee, assist or direct as needed any other audit and/or financial report required by an authorizer or other regulatory body.
- Ensure the completion of periodic and annual reporting requirements to respective state reporting agencies and charter schools authorizers.

- Advise the Board of Trustees and Audit and Compliance Committee as to any complex and/or unusual transactions or other significant financial matters not in the ordinary course of business, or judgment areas related to the Schools' compliance.
- Support and work with the Schools' leadership, and its consultants and vendors as necessary.
- Report and analyze all financial statements, including statement of activities, statement of financial positions both on a combining and combined basis.
- Perform on-going analysis and develop replicable processes and system that ensure financial health.
- Convey a positive image of the ISANA Schools at all times when working with students, parents, employees and the public.
- Perform other duties as assigned by the CEO.

#### Qualifications:

##### Required

- Bachelor's Degree in Accounting, Finance or a related field.
- Certified Public Accountant (CPA) or Master's Degree in Business Administration.
- A minimum of 5-7 years of related and progressively more responsible experience in managing business and financial affairs of a multi-functional business organization in education, nonprofit or government sectors.
- A working knowledge of nonprofit and California public schools accounting.
- Highest regard for confidentiality and exemplary ethical standards is necessary, as well as the ability to manage multiple tasks and projects under the pressure of deadlines while constantly adhering to internal control procedures and guidelines.
- Comprehensive understanding of how to develop financial models and internal controls for sustainability, compliance, efficiency, and decision-making.
- Proficiency in management accounting software, payroll systems and procurement systems from selection to alignment and implementation.
- Experience representing an entity through an external audit process, such as an audit by the California State Auditor or a Fiscal Crisis Management and Assistance Team (FCMAT) audit.

##### Desirable

- Certified Public Accountant (CPA) and Master's Degree in Business Administration preferred.
- California charter school experience preferred.
- Experience working as California State Auditor or FCMAT auditor.

#### Knowledge/Skills/Abilities:

- Possess the following personality traits: self-motivated, smart, energetic, strong people skills, team player, approachable, receptive to new ideas, extremely customer service oriented and comfortable in an educational setting where small children and adults are present.

- Ability to learn and teach others established internal controls and accounting and financial procedures as well as reproduce the current processes and recommend best practices to streamline Business Office and Schools' procedures.
- Manage many tasks and projects simultaneously while adhering to deadlines; ability to consistently and thoroughly meet deadlines and “make” time for unexpected projects or requests.
- Creates action plans to meet goals and objectives, and conducts periodic reviews of progress and measures against goals.
- Exercise self-motivation with an excitement to learn and grow within the position and organization.
- Exhibit strong interpersonal skills and maintains open communication channels with numerous constituencies of the Schools, including peers, administrators, parents and vendors; effectively communicates key data and complex accounting issues, including presentations and dashboards, to the CEO, staff, the Board of Trustees and committee members.
- Consider a broad range of internal and external factors when solving problems and grasps complexities and perceives relationships among different problems or issues.
- Effectively communicate accounting, financial and service issues that can be complex in nature with peers, administrators, and customers of the Schools.
- Mission driven focus, problem-solving orientation, and flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high level of responsibility and multiple priorities.

#### *Chief Academic Officer*

Reporting directly to and evaluated by the CEO, the Chief Academic Officer (CAO) is responsible for both sustaining and improving ISANA's culture of high academic excellence and will have primary authority and accountability for the academic performance of all schools. The school leaders at each school as well as the curriculum and instructional support staff will report directly to the CAO. The CAO provides leadership, vision, and strategic direction for the ISANA curriculum, instruction, assessment and school improvement initiatives including overseeing professional development, assessments and accountability for the academic success of the schools.

#### Duties and Responsibilities:

##### Academic Visioning

- Providing scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools
- Assisting the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as ISANA expands to serve a greater number of students
- Ensuring that curricula are aligned to national and state standards and creating curricular resources that allow for efficient and effective pacing, sequencing and lesson planning

- Determining and implementing ISANA’s academic priorities. Evaluating assessment tools on a regular and on-going basis
- Disaggregating school data sets and implementing data-driven instructional decisions at the network level
- Regularly observing and evaluating student work through classroom walk-throughs and observations
- Developing and maintaining an academic department budget

#### Coaching and Developing Instructional Leaders

- Developing and leading the academic team in their role as instructional leaders and site managers with real time feedback
- Providing feedback to and evaluating the academic team and school leaders by providing clarity on roles, functions, goals and accountability metrics
- Developing plans to help capitalize on individual leader strengths as well as plans to address areas of potential growth
- Supporting the academic team and school leaders to ensure high quality implementation of the ISANA educational design, including school culture, standards, assessments, and instructional guidelines
- Assisting the academic team and school leaders in monitoring and evaluating the effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with the school’s mission, core values, academic standards, and strategic goals
- Supporting the academic team and school leaders on creating coherence in culture and routines within each school
- Facilitating collaboration among the academic team, school leaders and school sites
- Collaborating with the academic team and school leaders on hiring strategies when appropriate
- Recruiting and training qualified incoming academic team members and school leaders
- Assisting the academic team, HR and school leaders with on-boarding of new teachers and staff
- Working collaboratively with schools and support teams to provide leadership around the instructional staff evaluation process
- Working with the academic team and school leaders to field parent and community concerns, questions and outreach, and helping create action plans when necessary

#### Community Engagement

- Participating in conferences, community outreach and the legislative community to help establish ISANA as a community partner
- Seeking and maintaining professional affiliations and enhancing professional growth and development to keep current with instructional best practices

#### Qualifications:

##### Education and Experience:

- Bachelor’s degree required, Master’s degree preferred
- A minimum of 10 years of work experience required
- Experience as a principal of a high-performing urban public school

- Experience at a district Level Instructional leadership position
- Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members
- Strong leadership abilities including an encouraging, motivating presence to help with conflict management, team building, mentoring and coaching, goal-setting, prioritization and strategic planning
- Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development
- Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups
- Demonstrated success leading strategic educational initiatives that result in measurable improved student achievement
- Experience effectively managing limited resources to support strategic organizational goal attainment
- Proven ability to collaborate and build relationships with internal and external stakeholders
- Ability to be flexible, resilient, and adaptable to changing priorities
- Proven written and verbal communication skills
- Strong strategic planning and organization skills
- Proficiency in Microsoft Office applications

#### *Chief Operations Officer*

The Chief Operations Officer (COO) is part of the executive leadership team and will be responsible for leading the day-to-day operations of ISANA. Reporting to and evaluated by the CEO, the COO will generally oversee all administrative and operational functions of the organization, such as Human Resources, Facilities, and the Department of Media and Technology.

#### Duties and Responsibilities:

- Managing and overseeing all operational aspects of the schools, as well as new school start-up operations and related growth
- Supervising and evaluating all members of ISANA's operational team
- Managing and overseeing physical conditions of all school sites and facilities to ensure they are operating and maintained in compliance with applicable law
- Managing all contractors who provide maintenance and inspection services to the school sites and facilities, including, but not limited to, pest control, alarm monitoring, elevator compliance, HVAC, etc.
- Ensuring that all ISANA schools have fully functioning technology infrastructure, including, but not limited to, networks, information systems, data processing, E-Rate, etc.
- Managing the school-wide information database system
- Overseeing the creation and distribution of all State, County, and District required reports

- Managing the schools' nutrition services program, training office managers on state reporting and nutrition services reporting, and overseeing the creation and filing of claim reimbursements
- Assisting with creation of the organization's budget, and overseeing purchasing and ISANA's relationship with outside vendors
- Working with an administrative team to track and evaluate each school's yearly performance on standardized testing (CAASPP, ELPAC, etc.) and other metrics of academic achievement to drive decision-making about operational needs
- Securing and maintaining all liability, workers' compensation, property, D&O, and any other insurance as may be required by law or each school's charter or as otherwise deemed necessary by ISANA or business operations
- Working with the CFO to prepare all required documentation for audits for ISANA and the schools
- Filing of school property tax exemptions through the County assessor's office for all qualifying schools, and verifying property tax exemption statuses

Qualifications:

Experience/Training/Education:

Required

- Bachelor's Degree in Business, Education, or a related field
- A minimum of 5-7 years of progressive operational leadership experience, including financial management experience working with day-to-day facility operations and management of at least 5 employees
- Possession of a valid California Driver's License and the ability to obtain and maintain car insurance

Desirable

- Financial management experience working in a nonprofit or school setting
- Experience with charter school policy, governance, and public relations
- Proven track record as a charter school administrator/executive
- Successful experience assisting with new charter petitions and/or renewals

Knowledge/Skills/Abilities:

- Excellent written and oral communication skills
- Strong analytic skills
- Strong execution and leadership abilities in conflict management, team building, mentoring and coaching, goal-setting, prioritization, and strategic planning
- Knowledge of regulatory requirements associated with school operations and compliance
- Knowledge of charter school operations, including student programs, personnel and labor relations, preparation of business plans, repairs and maintenance, budget forecasting, and long-term planning

- Ability to collaborate with internal and external team members to effectively manage projects within the organization to ensure overall success of the schools
- Proficient computer skills, including use of Microsoft office products and the internet
- Must be self-directed and have the ability to effectively manage multiple priorities and complete assignments within the established time frames
- Must be analytical and have problem solving skills to break down complex problems into component parts, make logical conclusions, and take appropriate actions
- Ability to identify and troubleshoot problem areas
- Ability to assess issues and situations beyond “face value” and the ability to probe beyond routine questions and identify and resolve discrepancies in information

#### *Director of Human Resources*

The Director of Human Resources will implement and execute the strategic direction, policies, and procedures of ISANA’s Human Resources department. Reporting to and evaluated by the COO, the Director of Human Resources will work closely with the executive team, and manage a multimember Human Resources team, to contribute to and support the functionality of ISANA’s organization and goals. Major areas of responsibility include employee benefits and compensation, recruitment, hiring, performance management, organizational development, wellness, employee motivation, communication, administration and training, leaves of absence, worker’s compensation, onboarding, policies, and teacher credential compliance.

#### Duties and Responsibilities:

- Develop and implement strategic direction for executing the human resources function of the organization as it relates to employee benefits and compensation, recruitment, hiring, performance management, organizational development, wellness, employee motivation, communication, administration and training, leaves of absence, worker’s compensation, onboarding, policies, and teacher credential compliance
- Ensure clear and consistent company-wide communication regarding, and execution of, Human Resources policies and practices
- Promote positive and constructive employee relations
- Ensure that all teachers are properly credentialed if necessary, track teacher credentials, and implement procedures to notify teachers of required steps to maintain credentials
- Manage annual employment contract renewals for teachers and staff, as required
- Ensure smooth, timely, and accurate processing of all employees into the benefit plans
- With the assistance of the CEO, COO, and CFO, obtain cost-effective, employee-serving benefits and monitor the national benefits environment for beneficial cost saving alternatives
- Manage and maintain the Human Resources Information System to ensure all records and personnel information is complete and up-to-date
- Ensure that ISANA is in compliance with all applicable employment laws
- Develop guidance and tools to limit legal liability in all employment practices
- Effectively integrate new hires and administer benefits for all personnel
- Conduct employee orientation, development, and training
- Develop, implement, and document key Human Resources programs and policies
- Conduct or coordinate investigations when employee complaints or concerns are raised

- Implement safety and health programs for employees
- Keep the CEO and the executive team informed of significant problems that jeopardize the achievement of the organization's goals, and those that are not being addressed adequately at the management level
- Direct the preparation and maintenance of reports as are necessary to carry out the functions of the department and for the executive team to track strategic goal development

Qualifications:

Experience/Training/Education:

- Bachelor's degree in Business, Education, Organizational Psychology or a related field is required
- Minimum of 5-7 years of Human Resources experience, with at least 2-3 years of experience as a Human Resources Manager, is required
- PHR or SPHR designation is preferred
- Experience working with California charter schools is preferred

Knowledge/Skills/Abilities:

- Strong interpersonal skills, including verbal communication, written communication, and coaching skills
- Ability to think critically and possession of strong analytical skills
- Ability to interact effectively with company executives and employees
- Commitment to ethical behavior at all levels of the organization
- Strong understanding of federal/state/local employment and wage and hour laws and regulations
- Ability to build and lead collaborative, coordinated, and supportive relationships
- Demonstrate flexibility and innovation when faced with ambiguity
- Tenacity and a willingness to go above and beyond to achieve the organization's goals and mission
- Respect for the team and the communities ISANA serves
- Passion for improving K-12 public education

*Director of Special Education*

The Director of Special Education oversees and provides ongoing support for the special education program across ISANA. Reporting to and evaluated by the CAO, the Director of Special Education ensures that ISANA's schools are in compliance with local, state and federal special education laws, policies and procedures, and that students with special needs are being integrated into the general education instructional program and achieving to their fullest potential.

Duties and Responsibilities:

- Oversee the special education program and ensure compliance with local, state and federal laws, policies and procedures



- Supervise, evaluate and provide support to special education teachers, school psychologists, special education paraprofessionals and related service providers
- Monitor and ensure the integrity of the special education instructional program across schools
- Review, negotiate, execute and renew contracts for special education services with outside agencies
- Keep abreast with new laws, policies and procedures and disseminate information to schools
- Ensure safe keeping of confidential student records
- Regularly attend and participate in SELPA meetings
- Oversee the coordination/preparation of District or SELPA special education compliance reviews
- Attend and participate in all school's annual District oversight visits and DVRs
- Act as primary contact and liaison for Non-Public School referrals/placements
- Assist in coordination/implementation of accommodations/modifications on district benchmark exams and State testing of students with IEPs
- Interview, select and oversee training of new special education personnel
- Provide ongoing professional development to special education staff
- Oversee professional development for general education teachers and administrators on topics related to special education
- Facilitate ongoing data analysis to guide instruction
- Manage selection of reliable, valid and updated special education assessment tools and instructional materials for schools
- Assist with special education budgeting across schools
- Consults with attorney, prepares for, and attends (as needed) Mediation or Due Process Hearings

#### Qualifications:

##### Education

- Earned Bachelor's and Master's Degree from an accredited university in a related field.

##### Certifications

- A valid credential authorizing K-12 service in one of the following areas:
  1. Pupil Personnel Services Credential authorizing service as a school psychologist,
  2. Service Credential with a specialization in pupil personnel services designating service as a school psychologist, or
  3. School Psychologist Credential, OR
- A valid CA Education Specialist credential, Mild/Moderate, K-12

##### AND

- A valid Preliminary or Clear Administrative Services Credential or Certificate of Eligibility for Administrative Services, OR
- Evidence of planning to: register for and take the School Leaders Licensure Assessment for Tier 1, AND/OR enroll in an Administrative Services Credential program in an accredited University.

## Experience

- Minimum of three (3) years working as an educator in a full-time certificated position (e.g. teacher, school psychologist, specialist, administrator); at least one year of which included mentoring staff.
- Experience in elementary and secondary school settings

## Knowledge/Skills/Abilities

- Thorough knowledge of laws, policies and procedures related to special education, discipline and child welfare and attendance
- Knowledge of the fundamental principles and accepted practices of school psychology and school counseling
- Demonstrate exceptional skills in decision-making, problem-solving, managing change, planning, managing conflict, and evaluating
- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others
- Promote a school culture of learning, respect and interpersonal effectiveness.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, assessment, leadership, management practices, and equity
- Encourage and inspire others to higher levels of performance, commitment, and motivation
- Protect the rights and confidentiality of students and staff
- Must be willing to work in/with and support a collaborative model
- Possess exemplary ability to communicate orally and in writing
- Ability to read, interpret, apply, and explain rules, regulations, policies, and procedures
- Ability to cope with crisis situations
- Mobility to traverse all areas of work sites
- Ability to travel to other sites/locations

## *Director of Media and Technology*

The goal of this position is to ensure that the information systems of the organization are aligned to and directly support the mission of the organization. Reporting to and evaluated by the Chief Operations Officer, the Director of Media and Technology will oversee the media and technology systems for ISANA and its charter schools.

## Duties and Responsibilities:

- Directly supervise the Network Engineer, Media Coordinator, and Communications Manager.
- Support the IT technicians assigned to school sites.
- Recommend policies, rules, regulations, and procedures relating to the use of media and technology.
- Manage the creation of a communications plan, in partnership with the COO and department team
- Develop and implement technology for instruction and administrative purposes in cost-effective and efficient ways.

- Assist in the preparation of technology budgets and e-rate funding applications, bid specifications, grants, and plans. Maintain price lists of district standard hardware and software for staff use in ordering.
- Coordinate with outside vendors and/or agencies as necessary for training, installation, and/or maintenance of computers, file servers, peripherals, and network infrastructure.
- Create and submit detailed reports to management, including needs analysis, evaluation, and results of testing and pilot projects.
- Evaluate and define organizational needs in the procurement of technology, including hardware and software.
- Perform and/or supervise troubleshooting of the organizations technology systems.
- Maintain technology inventory and software licensing information.
- Coordinate all organizational technology, network security, and the installation and maintenance of software applications.
- Manage the security of all technology systems and programs
- Analyze redundancies to improve efficiencies in all technology systems
- Act as hardware and software resource person and provide technical advice and assistance for the installation of computers, networks, and applications.
- Maintain current knowledge of technology; learn new skills and explores new technology.
- Attend meetings (representing the organization and department) with school sites, district groups, and the county office of education.
- Work with Director of School services to make sure Ed Tech position and Media and Technology Department are working together
- Works with outside experts to solve challenging problems or to configure new systems.
- Perform related duties as assigned.
- Manage telecommunication systems (voice, data, video)
- Develop relationships with Universities

Qualifications:

- B.A./B.S. in math, computer science, information systems, electrical engineering, or a related field. (Master's preferred)
- 7+ years of relative experience, including Management experience.
- Ability to analyze qualitative and quantitative data.
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Bilingual in Spanish preferred

Skills:

- Ability to demonstrate leadership and lead a team
- Great customer service skills
- Organized and detail orientated
- Excellent communication skills (verbal and written)
- Must be flexible and team-oriented
- Able to multi-task in a fast-paced environment
- Must be flexible and team-oriented

### *Principal*

The Principal is responsible for establishing a positive school culture and high levels of student achievement. The Principal's duties include: 1) facilitating curriculum development, 2) teacher selection, supervision and evaluation, 3) facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home, 4) monitoring and supporting professional development for all staff, 5) the implementation of student support programs, 6) classroom visits of each class, 7) managing school discipline, and 8) supervision of the Office Manager and other support staff as assigned.

#### Qualifications:

The Principal will have earned an advanced degree or is actively pursuing one and will have served at least two years at a school site in a management position.

#### Selection:

The Principal will be selected by the CEO. The selections will be based on proven experience in educational leadership, educational vision for and experience and success with at-risk children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. For internal candidates wishing to advance to the position, a 360-degree evaluation system is used in which ISANA will use feedback from each applicant's subordinates, peers, and supervisors in the decision-making process.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Principal will be evaluated by the CEO and CAO based on:

- California Professional Standards for Education Leaders
- Maintaining a fiscally sound charter school including a balanced budget
- Achieving the educational goals
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

### *Instructional Coaches*

Instructional Coaches are responsible for providing support and assistance to all classroom teachers in the implementation of ISANA's instructional program.

#### Duties and Responsibilities:

##### Instructional Coaching and Development

- Increase the quality and effectiveness of classroom instruction by, including but not limited to:
  - Modeling
  - Collaborating, Co-planning, and Co-teaching with the purpose of coaching the teacher

- Conducting observations and providing descriptive feedback based on teacher observation

#### Instructional Supporter

- Support the implementation of effective instructional strategies including, but not limited to, assisting teachers in:
  - Developing, implementing, and analyzing assessments for learning
  - English Learner Development
  - Infusing culturally relevant teaching strategies and scaffolding for diverse learners.
  - Identifying reading and math difficulties and planning appropriate intervention and accommodation strategies for all students.
  - Effectively implementing Principals of Learning, Project Based Learning, and Culturally Relevant and Responsive Education

#### Curriculum and Content Facilitator

- Promote implementation of the Common Core State Standards and ISANA's instructional program by (including by not limited to):
  - Monitoring implementation of instructional program through adopted curricula and other instructional resources
  - Assisting teachers with curriculum and pacing of instructional programs
  - Guiding teachers in understanding and effectively teaching applicable state standards
  - Creating and completing curriculum and instruction-related documents and facilitating assessments.

#### Data Coach

- Facilitate conversations using data to drive instructional decisions including but not limited to:
  - Collaborating with teachers to analyze formative and summative student achievement data
  - Guiding teachers in using data to improve student learning

#### Facilitator for Change

- Engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to:
  - Fostering a safe, trusting environment for teachers
  - Demonstrating excellent listening and professional communication skills
  - Continuous Learner
  - Engage in continuous learning in order to keep current including but not limited to:
    - Engaging in professional development opportunities and professional reading
    - Practicing and reflecting about what is learned
    - Professional Learning Facilitator
  - Design and facilitate effective professional learning opportunities including but not limited to:
    - Providing professional development school and organization-wide Plan, facilitate, and attend grade level meetings
    - Facilitating other forms of professional development (e.g., coordinating for other/outside presenters)

## Resource

- Identify a variety of resources to enhance classroom instruction and student achievement incl. but not limited to:
  - Identifying instructional and assessment resources requested by teachers
  - Sharing research and instructional best practices
  - School Leader
  - Support and communicate school and ISANA-wide initiatives with the school community incl. but not limited to:
    - Participating in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
    - Maintaining professional relationships between school and parents.
    - Coaching teachers in planning and conducting informational meetings for parents to assist them in understanding instructional materials, and student progress.
    - Working with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school
    - Following federal and state laws, as well as the letter and the spirit of the Charter and the Governing Board policies and directives from the Principal/Designee.
    - Other duties as assigned

## Qualifications:

- Bachelor's degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD
- Minimum of three years of teaching experience in the elementary or secondary level
- Experience in collaborative planning and delivery of differentiated staff development to classroom practitioners; literacy training, knowledge of differentiated classroom instructional practices that promote student academic success; knowledge and understanding of the needs of a diverse student population.

## Knowledge, Skills and Abilities:

Instructional Coaches are required to possess all knowledge, skills and abilities that are required of classroom teachers.

## Selection:

The Principal will select Instructional Coaches on an application and interview basis. Selection of Instructional Coaches will be based on their teaching and mentoring experience, the degree of subject matter expertise, and their leadership ability as well as ability to conduct professional development for teachers. For internal candidates wishing to advance to the position, a 360-degree evaluation system is used in which ISANA will use feedback from each applicant's subordinates, peers, and supervisors in the decision-making process.

## Evaluation:

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Principal will set goals with and enforce the Instructional Coaches' expectations and complete evaluation based on the following criteria:

- Professional Development Implementation
- Level of support provided to classroom teachers
- Achieving of educational goals
- High parental and community involvement
- Completion of required duties
- Professional growth
- Developmentally appropriate teaching practices
- Subject matter competency
- Interpretation and use of assessment

### *Classroom Teachers*

#### Responsibilities:

Classroom teachers will be responsible for planning and implementing a rigorous standards-based instructional program with differentiated learning activities to help ensure that all students meet the standards. Other duties of a teacher include providing students regular feedback on their work, and maintaining communication with students' parents.

#### Qualifications:

Every teacher will meet the applicable provisions of the Every Student Succeeds Act by holding a California Commission on Teacher Credentialing certificate, permit, or other document in compliance with Education Code section 47605(1) and other applicable law, as amended from time to time.

Teachers selected to ensure that the needs of English learners are met will have CLAD, BCLAD, LDS, BCC, SB1969 certification, or other appropriate EL authorization, and all teachers will be trained in the effective use of SDAIE strategies.

Teachers selected to ensure the needs of Special Education students are met will have a valid CA Education Specialist Instruction Credential, M/M or M/S K-12, and will be responsible for: providing specialized academic instruction for students with those services consistent with their IEP; supporting and consulting with general education teachers on the implementation of appropriate accommodations and/or modifications for students with IEPs; conducting academic assessments for Initial and Triennial special education evaluations; and reviewing, developing and implementing IEPs.

To minimize the use of teachers holding short-term staff permits, ISANA Achnar Academy has structured itself as a training campus that supports, develops and encourages teachers to obtain full credentials. All credential documents will be maintained on file at ISANA and will be subject to periodic inspection by the CUSD.

#### Selection:

The principal will select the teachers on an application, interview, and demo lesson basis. Selection of teachers will be based on their teaching experience, the degree of subject matter

expertise, and their ability to demonstrate classroom instructional capabilities. Beginning teachers will be hired based on educational experience (i.e. former paraprofessional, school volunteer, childcare, etc.), work experiences found beneficial to education, and resumes with good references.

#### *School Operations Manager*

This position's purpose is to manage the school site's non-academic school operations. Responsibilities include:

- Team Management
- Front Office Management
- Finance and Procurement
- Human Resources
- School Lunch Program
- Facilities and Safety
- Event Planning/Coordination

#### Qualifications:

##### Requirements

- Bachelor's Degree (Preferred in Business or Public Administration)
- 3 - 5+ years of operations and/or office management experience, preferably in a school environment or professional services environment
- Strong project management skills - demonstrated ability to run multiple projects and priorities within agreed timelines and budgets
- Available to lead projects as the school demands.
- Demonstrated entrepreneurial skill-set
- Strong attention to detail, organizational planning, time management, and multi-tasking abilities
- Strong people and project management, organizational, logistical, and research skills are required
- An active, hands-on approach to problem solving is also essential

**Selection:** The School Operations Manager will be selected by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position.

**Evaluation:** Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. School Operations Managers report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals. The school Principal will observe the School Operations Manager performing his/her duties and review their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and will include post-observation communication.

#### *Data Manager*

##### Responsibilities:



Maintains and analyzes student data and prepares reports for the school leadership team and ISANA. The Data Manager supports data-driven decision making and inputs student information in the student information system.

- Maintains and utilizes the computerized student information system
- Prepares attendance reports daily, weekly, and monthly.
- Maintains computer records of student scores on state-mandated assessments.
- Provides the files to be used in school accountability.
- Maintain records of student achievement.
- Maintains, generates, and distributes student demographic, scheduling, and grading information, as required.
- Maintains records of student suspensions, student withdrawals from school, records reasons for student withdrawal, and student plans. Prepares periodic statistical reports reflecting data.
- Provides information and/or training to school staff on student information system and application of data from the system.
- Attends training and/or conferences to develop and maintain knowledge of database management and the student information system.
- Accesses the internet to download student information, software, and upload files.
- Supporting other projects and task as assigned.

Qualifications:

- Bachelor's degree from an accredited college or university.
- 2-3 years' experience with Student Information System, specifically PowerSchool and CALPADS. (preferred)
- Proficiency in computer skills, specifically Microsoft Office (Outlook, Word, Excel, and PowerPoint) and the ability to learn new programs/software. (required)
- Excellent organizational skills and time management skills – able to balance tasks with often competing deadlines.
- CPR/First Aid Certification

Selection:

The Data Manager will be selected by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position.

Evaluation:

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. Data Managers report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals. The school Principal will observe the Data Manager performing his/her duties and review their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and will include post-observation communication.

### *Student and Family Services Coordinator*

Responsibilities:

The Student and Family Services Coordinator conducts locally driven outreach and fosters family and community-based partnerships while enlisting parental involvement in students' educational programs; working with parents in identifying and achieving goals; accessing

support services; creating ISANA-sponsored education and training programs and opportunities; and facilitating positive parent, school and student relationships.

- Demonstrates knowledge and support of ISANA's mission, vision, policies, and procedures, and charter petition.
- Review and communicate school policies, activities, parent handbook, parent meetings, and volunteer opportunities with parents.
- Host information sessions and tours of school site with perspective parents and community representatives.
- Prepares written materials for communicating information to our families, including regular newsletters, providing written reference, and documenting activities.
- Makes home visits for the purpose of acquiring information regarding parent/family needs and communicating school vision and expectations.
- Collaborates with community agencies and refer students and families to appropriate community mental health and other resources as needed.
- Engages students in mitigating challenging behaviors and developing positive behavior interventions that lead to student success.
- Consult with school staff and parents regarding the behavioral, social, and emotional needs of students, and recommend appropriate support strategies.
- May serve as member of Student Success and Progress Team.
- Develops programs and/or activities for parents to be involved in with their children to promote successful participation in all phases of school life.
- Actively seeks out new community partnerships based on the needs and wants of community members.
- Establishes, maintains, and leverages a network within the community in order to support student recruiting efforts.
- Raises awareness of the school through planning and hosting events and engaging families in conversations about the school's mission and vision.
- Plans and facilitates student recruitment and the timely preparation and submission of reports, applications and records.
- Develop and lead an internal recruitment committee comprising of various staff functions.
- Recruits and orients parent and community volunteers for the purpose of accomplishing assigned functions.
- Provide classroom and/or school-wide presentations for students, parents, as well as professional development for staff on a variety of topics.
- Perform other duties, as required and assigned.

Qualifications:

*Required*

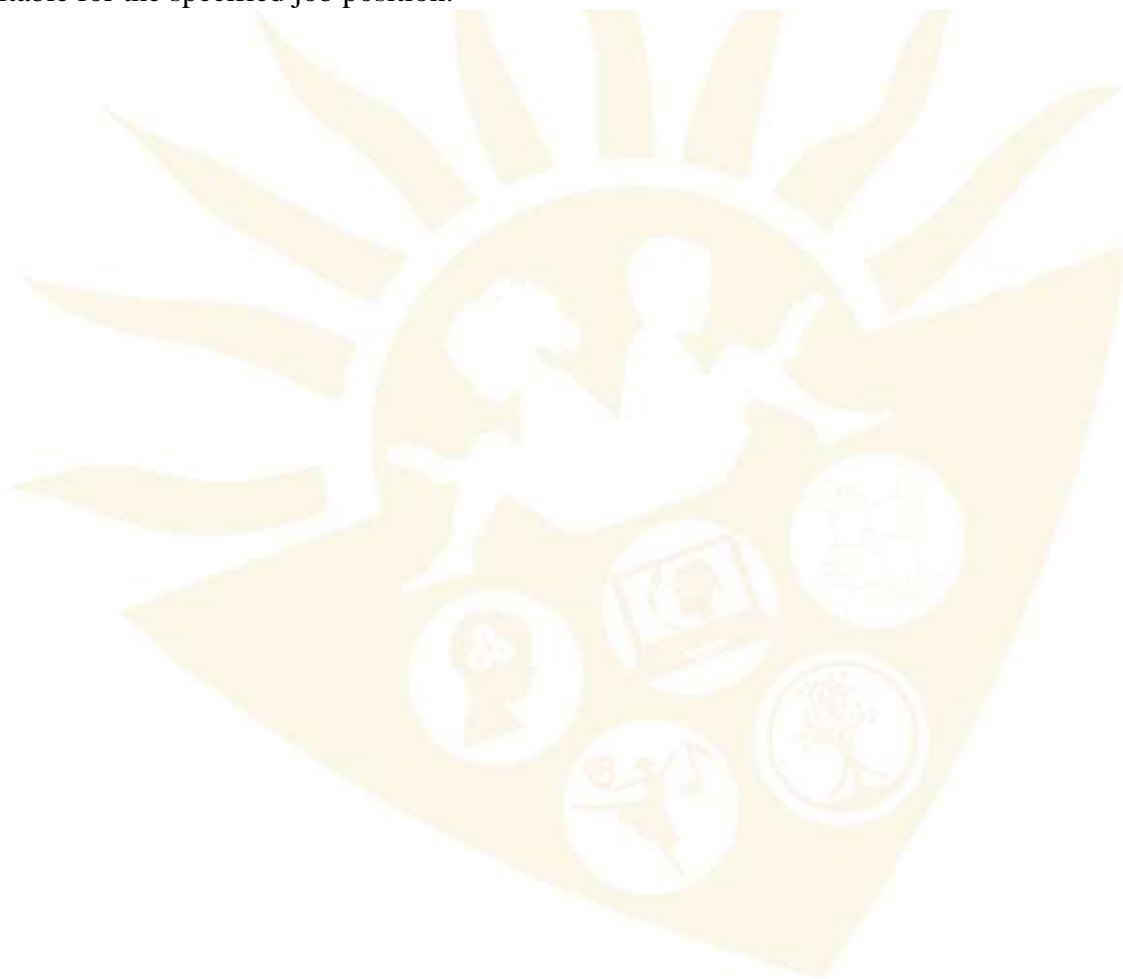
- Bachelor's Degree from an accredited university with a degree in human services, social work, child development, community health, health services, or a closely related field.

*Desired*

- Master's Degree from an accredited university in School Counseling or Social Work
- A valid CA Pupil Personnel Services credential

Selection: The Student Family Services Coordinator will be selected by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. Student Family Services Coordinators report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals. The school Principal will observe the Student Family Services Coordinators performing his/her duties and review their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and will include post-observation communication. The Principal will select classified staff on an application and interview basis. Selection will be based on the ability to perform the job duties suitable for the specified job position.



## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code, § 47605(c)(5)(F).)*

### **Health, Safety and Emergency Preparedness Plan**

Charter School will comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates at a District school site, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which will include but not be limited to provisions for building and site emergency evacuation, and the acquisition and maintenance of adequate onsite emergency supplies. The Plan will include Charter School’s requirements and procedures for protecting student health and safety during off-campus schoolsponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Plan for review upon OCS request.

### **School Safety Plan**

Charter School shall adopt a comprehensive school safety plan which details the procedures Charter School will follow to comply with applicable laws relating to school safety, which include development of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures, including adaptations for pupils with

disabilities

- Policies for students who committed an act under Education Code section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with the prohibition against discrimination contained in Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if the school has adopted that type of dress code
- Procedures for safe ingress and egress of pupils, parents, and employees to and from Charter School
- A safe and orderly environment conducive to learning at Charter School
- The rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Charter School will review and update its school safety plan by March 1 of every year and keep it readily available for use and review upon OCS request.

### **Child Abuse Mandated Reporter Training**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

### **Medication**

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 44691 and Business and Professions Code section 4119.2.

### **Athletic Programs**

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

### **FERPA**

Charter School, including its employees and officers, shall comply with FERPA and Education Code section 49060 et seq. at all times.

### **Criminal Background Clearances and Fingerprinting**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

### **Immunization and Health Screening Requirements**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (“TB”) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **Competitive Athletics**

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with

the requirements of Education Code section 33479.1 et seq. with respect to any athletic program it offers.

If Charter School elects to offer any interscholastic athletic program, its governing body shall ensure that there is a written emergency action plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest and other medical emergencies related to the athletic program's activities or events. (Ed. Code, § 35179.4.) Additionally, Charter School shall acquire and regularly test and maintain at least one automated external defibrillator in accordance with the requirements of Education Code section 35179.6.

### **Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

### **Tobacco Use Prevention**

Charter School shall enact policies to prohibit the use of tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

### **Suicide Prevention Policy**

Charter School shall comply with the requirements of Education Code section 215, including, but not limited to the requirement that the policy be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, and shall at a minimum, address procedures relating to suicide prevention, intervention, and postvention. Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the District with a copy of its pupil suicide prevention policy upon request.

### **Human Trafficking Prevention**

If Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

### **Feminine Hygiene Products**

If Charter School maintains any combination of classes from grade 6 to grade 12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, it shall stock at least 50 percent of the school's restrooms with feminine hygiene products at all times. Charter School shall not charge students for these products. (Ed. Code, § 35292.6.)

### **Nutritionally Adequate Free or Reduced-Price Meals**

Charter School shall provide each needy student, as defined in Education Code section 49552,

with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

### **California Healthy Youth Act**

Charter School shall teach sexual health education and human immunodeficiency virus prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code, § 51930 et seq.)

### **Bullying Prevention**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

### **LGBTQ Resources Training**

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (“LGBTQ”) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve the overall school climate. (Ed. Code, § 218.)

### **Transportation**

Charter School shall meet the requirements of Education Code section 39831.3 and Vehicle Code section 28160 with respect to any transportation services provided to or from school or a school activity.

### **Data Privacy**

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

### **Comprehensive School Safety Plan**

To protect the health and wellness of our students, ISANA Achnar Academy will develop a comprehensive school safety plan with input from classified employees of the charter school,



a fire department, and other first responder entities, which shall include the following safety topics required under Education Code section 47605(c)(5)(F)(ii):

- Child abuse reporting procedures consistent with Penal Code section 11164 *et seq.*
- Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990. The disaster procedures shall also include, but not be limited to, an earthquake emergency procedure system and a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
- Policies for pupils who committed an act listed in Education Code section 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous pupils pursuant to Education Code section 49079.
- A discrimination and harassment policy consistent with the prohibition against discrimination Education Code section 200 *et seq.*
- The provisions of any schoolwide dress code that prohibits pupils from wearing “gang-related apparel,” if Charter School has adopted that type of a dress code.
- Procedures for safe ingress and egress of students, parents, and school employees to and from school.
- A safe and orderly environment conducive to learning at the school.
- The rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.

### **Health, Safety, and Risk Management Policies**

ISANA Achnar Academy has also developed and implemented a set of health, safety, and risk management policies that address the following topics, among others:

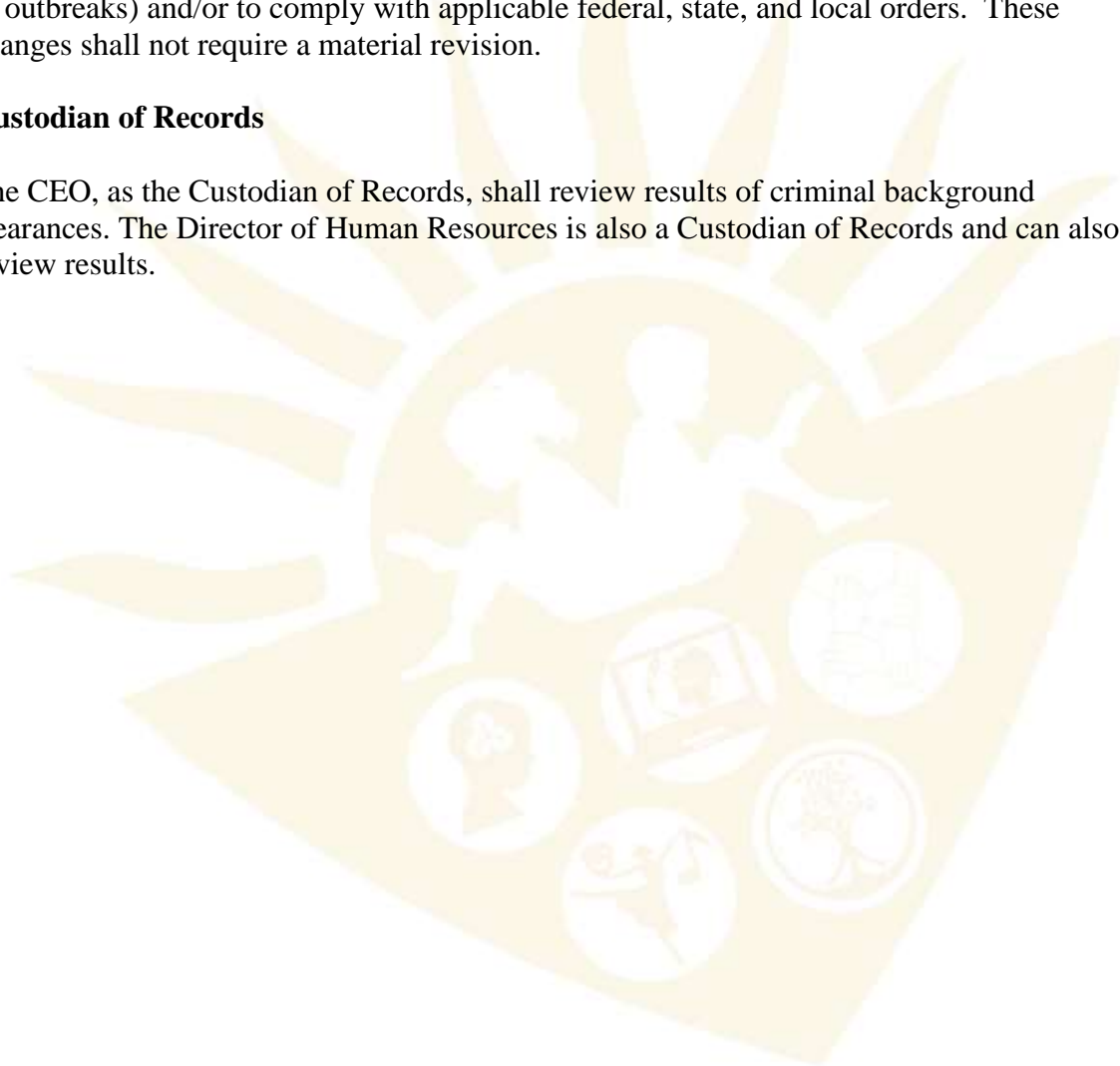
- Employee training in emergency response, including appropriate “first responder” training or its equivalent.
- Administration of prescription drugs and other medicines at school. Students requiring prescription medications and other medicines during school hours will be accommodated, but students may not carry or self-administer medication on campus under any circumstances.
- Periodic inspections of Charter School’s facilities as necessary to ensure applicable safety standards are met.
- Establishing that Charter School functions as a drug, alcohol, and tobacco free workplace.
- Compliance with all applicable state and federal school nutrition program requirements. ISANA Achnar Academy participates in the School Breakfast and National School Lunch Program to provide healthy, nutritious meals to students

- before and during the school day. All meals served meet or exceed the federal regulations and guidance of the Healthy and Hunger-Free Kids Act of 2010.
- Compliance with Health and Safety Code section 118600 regarding single-user toilet facilities, to the extent applicable.

ISANA Achnar Academy will regularly review and modify as necessary its health, safety, and risk management policies to ensure they meet current applicable laws and continue to ensure the safety of all students and staff. ISANA may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

### **Custodian of Records**

The CEO, as the Custodian of Records, shall review results of criminal background clearances. The Director of Human Resources is also a Custodian of Records and can also review results.



## **ELEMENT 7 – MEANS TO ACHIEVE BALANCE OF RACIAL, ETHNIC, SPECIAL EDUCATION AND ENGLISH LEARNER PUPILS**

*“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code, § 47605(c)(5)(G).)*

Charter School has set forth below its initial plan for achieving the balance of students required by Education Code section 47605, subdivision (c)(5)(G). The written plan identifies specific measures Charter School will implement and activities it will undertake in order to achieve a balance of racial and ethnic pupils, special education pupils and English learner pupils that is reflective of the general population residing within the territorial jurisdiction of the District. Charter School will monitor the implementation and outcomes of its initial plan, and modify it as necessary throughout the term of its charter to ensure that it is achieving the requisite balance. Upon request, Charter School will provide the District with a copy of any modifications it has made to its written plan.

ISANA Achernar Academy takes specific steps to ensure it achieves a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including RFEP pupils, that is reflective of the general population residing within Compton. Below is ISANA Achernar Academy’s plan to achieve and maintain Compton’s Racial and Ethnic Balance Goal of a 70:30 or 60:40 ratio:

- Publish ads in local newspapers in English and Spanish in the area of Compton.
- Organize volunteers to distribute literature about the Charter School around the neighborhood.
- The Charter School’s promotional materials will be accessible to speakers of other languages (Spanish) and minority parents.
- The Charter School will be publicized through community groups, agencies, neighborhood youth organizations, churches, parks, and libraries.
- Several recruitment meetings will take place each year beginning in the winter.
- The Charter School will host open houses, back to school nights, orientations and Charter School tours on a regular basis.
- The Charter School will conduct promotional overviews at local daycare centers, preschools, and childcare centers.
- The Charter School will post information on enrollment prominently on its building as permitted, as well as on its website.

- Charter School staff will assist interested families in person or over the phone on how to complete the online enrollment process.

ISANA Achernar Academy makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of Compton. ISANA Achernar Academy conducts orientation meetings year-round to inform interested parents and students about what the Charter School has to offer. Open houses and school tours are conducted on a regular basis during the school year as well.

The Charter School specifically targets families in the community and our recruitment efforts are designed to ensure equal access for all students. ISANA has developed promotional materials, in both English and Spanish, such as a Charter School brochure and flyers, which are distributed by employees and parent volunteers at pre-schools, parks, supermarkets, churches, libraries, day care centers and community group meetings.

We expect that this targeted outreach will help to achieve and maintain the Compton Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio by ensuring that parents residing in the targeted area are informed about the availability of ISANA Achernar Academy as a viable option for the education of their children, by disseminating information to the ethnicities represented in the communities and languages the Charter School services, and because we are targeting specific neighborhoods in the community.

ISANA Achernar Academy also implements plans for achieving and maintaining Compton's Special Education population percentages. In addition to the strategies described above, the Charter School ensures that all of its staff is trained annually on its Special Education Program, and that its Student and Family Services Coordinator is trained on how to answer parent questions about the school's services for students with disabilities. This information is also displayed prominently in the school's main office. Finally, the school's orientation PowerPoint includes a slide about its special education program.

Finally, ISANA Achernar Academy implements plans for achieving and maintaining the Compton's English learner percentages, including redesignated fluent English proficient pupils, English learners, and redesignated fluent English proficient students. In addition to all the strategies described above, all the school's promotional materials are available in English and Spanish (including the website), the Student and Family Services Coordinator is fully bilingual, and is trained (along with all staff) on the school's program for English Learners. Finally, the school's orientation PowerPoint includes a slide about its program for English Learners.

ISANA Achernar Academy's 2019-20 enrollment by ethnicity, disability, and language fluency shows that our recruitment efforts have been successful in this regard:

<b>Name</b>	<b><u>ISANA Achernar Academy</u></b>	<b>Compton Unified (Non-Charter School Enrollment)</b>
<b>Total</b>	491	20,400
<b>African American</b>	35.2%	16.0%
<b>American Indian or Alaska Native</b>	0.2%	0.1%
<b>Asian</b>	0.2%	0.1%
<b>Filipino</b>	0%	0.0%
<b>Hispanic or Latino</b>	61.3%	80.5%
<b>Pacific Islander</b>	0.2%	1.9%
<b>White</b>	0%	0.6%
<b>Two or More Races</b>	0.6%	0.3%
<b>Not Reported</b>	2.2%	1.9%
<b>English Learners</b>	26.7%	27.5%
<b>Students with Disabilities</b>	9.8%	27.5%

## **ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code, § 47605(c)(5)(H).)*

### **Documentation of Admissions and Enrollment Processes**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the charter. These records shall be made available to the District upon request.

### **Application Deadline and Lottery**

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the approved charter.

### **Homeless and Foster Youth**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, website, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

### **Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. (Ed. Code, § 47605(e)(4).)

Charter School shall not discourage a student from enrolling or seeking to enroll in Charter School, nor encourage a current student to disenroll, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student has disabilities or is academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. Charter School shall not request or require a student's records to be submitted before enrollment. Charter School shall post on its website the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code, § 47605(e)(4).)

### **Parent Engagement**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

### **Admissions Requirements**

ISANA Achnar Academy admits all pupils who wish to attend and follows all state and federal laws regarding admission. ISANA shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. ISANA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. ISANA shall not charge tuition. Admission to ISANA is available to all students residing in California. ISANA complies with all laws establishing minimum and maximum age for public school attendance.

All qualifying applicants will be accepted provided that the number of applications received at the time of the deadline does not exceed the Charter School's enrollment capacity. If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, enrollment shall be determined by a public random drawing (public lottery).

Parent(s)/guardian(s) are encouraged to attend an orientation meeting with their child(ren) to understand the Charter School's vision and policies, including the Family Agreement. Parents who choose to send their children to ISANA Achnar Academy will be asked to complete a

form to participate in the lottery. Students who are selected in the lottery will complete a Charter School enrollment form and be asked to review and to sign the Family Agreement after admission. The Family Agreement sets forth the Charter School's expectations for the school year, such as arriving to school on-time and ready to learn, complying with the dress code, and completing all homework assignments. A parent's decision not to sign the Family Agreement does not impact enrollment. ISANA Achnar Academy does not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law.

Parents will be strongly encouraged but are not required to volunteer at least 3 hours per month at the school site. Parents who are unable to volunteer at the school site are able to volunteer in alternative manners, for example, helping with phone trees; taking their own children to the library after school or on weekends; or working with their children on computer-based programs at home.

A parent's inability to complete the volunteer hours does not impact the student's enrollment/continued enrollment. Parents are notified of alternatives to volunteering at the school site during monthly parent meetings, open houses, back to school nights, in the school newsletter and notes from teachers.

## **Student Recruitment**

We actively recruit students achieving below grade level, economically disadvantaged students, English learner students, and students with disabilities by placing our schools in locations where there are overcrowded schools and schools that are identified for program improvement. We recruit these student groups by training our staff who are recruiting as well as including in our orientation presentation details of how the school's program specifically addresses the needs of these student groups.

## **Lottery Preferences and Procedures**

ISANA Achnar Academy accepts applications for the lottery via email, fax, United States mail or in person. A public random drawing process is implemented if the number of students who wish to attend ISANA Achnar Academy exceeds the school's capacity. Current students are exempt from the lottery. Preference is given as follows:

1. Students who reside within the boundaries of CUSD.
2. Siblings of students enrolled at the school.
3. Children of staff not to exceed 10% of enrollment in each grade level.

The rationale for preferences #2 and #3 is to preserve family continuity.

The school will designate a lottery application deadline (generally no later than February 28<sup>th</sup>) and only lottery applications received prior to the deadline will be included in the public



random drawing. Public notice of the lottery's date, time, location, procedures, and rules will be posted on the school's website and in the school's lobby. The lottery will be conducted in the evening on a weeknight so interested parties will be able to attend and observe. The lottery will take place on school grounds or another public space that is large enough to accommodate interested families. Parents do not need to be present at the public random drawing.

ISANA Achernar Academy will use a neutral proctor to ensure the lottery procedures are fairly executed. Names of applicants will be drawn publicly at random. Students who are not admitted via the drawing will be placed on a waiting list. Students who are given priority based on the above list of preferences will be marked as such and given priority on the waiting list. If vacancies occur during the school year, the vacancies will be filled first from the waiting list. Parents of students who have been promoted off the waiting list will be contacted by phone and must respond to the Principal or his/her designee within two days by either phone, email, or coming in person in order to secure admission by completing the enrollment process.

The school will keep on file a list of all student names entered into the drawing, original applications for enrollment, and a list of students on the waiting list by grade level. The school will also keep the lottery procedures available for review at all times.



## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code, § 47605(c)(5)(I).)***

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(5)(I) and 41020.

In order to ensure the necessary oversight and review of mandated reports for which the District must determine Charter School’s fiscal health and sustainability, the following schedule of reporting deadlines to the District will apply each year of the term of this charter:

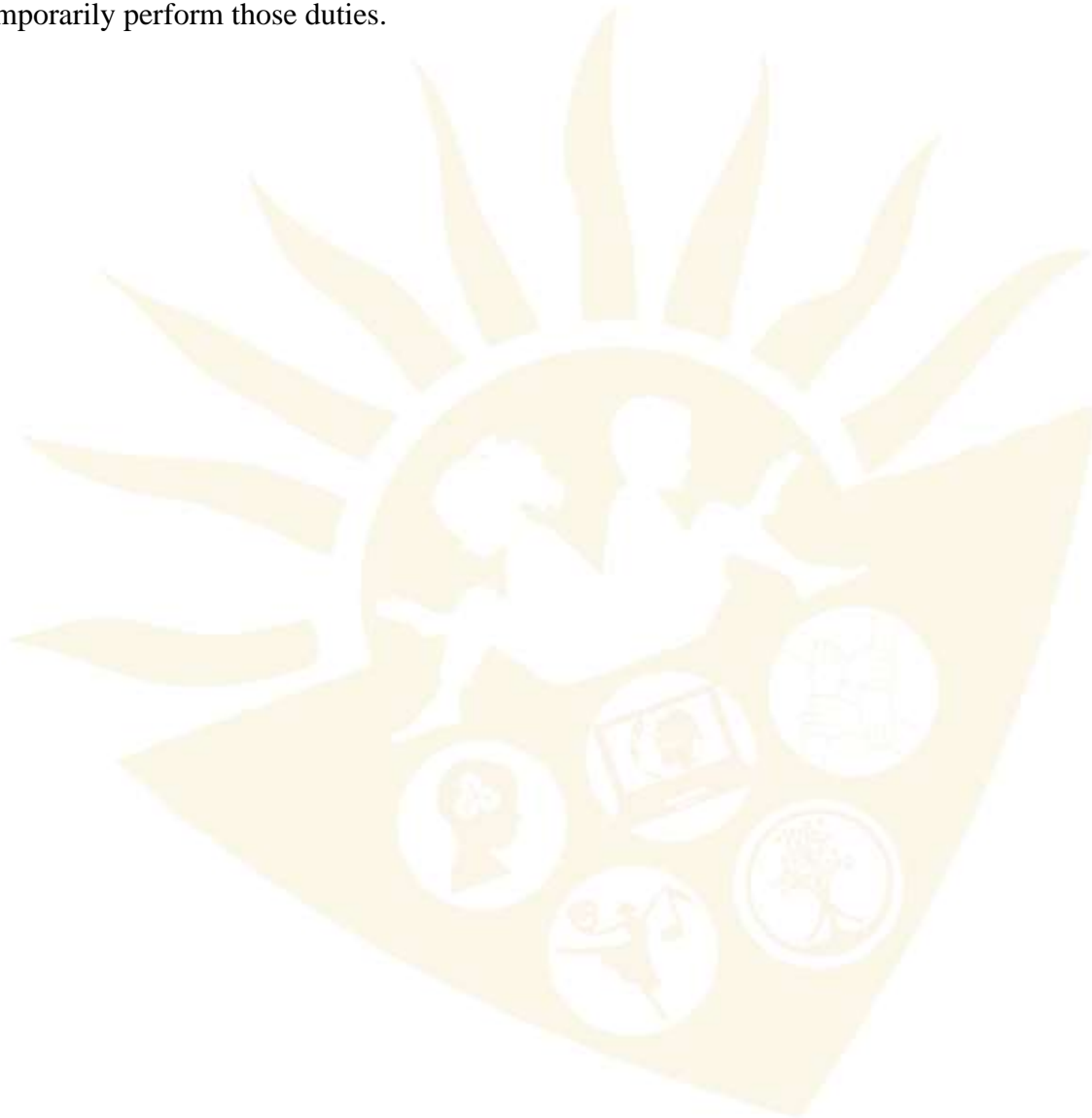
- o On or before July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code section 47606.5.
- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year

### **Annual Audit Procedures**

ISANA Achernar Academy will hire a Certified Public Accountant (CPA) with experience in school district audits to conduct annual, independent financial audits. Staff will review and present an analysis of independent auditor proposals to the Board and make a recommendation for selection of independent auditor. The Board of Trustees shall select the independent auditor and review the scope of services. The Chief Financial Officer is responsible for contracting with an accountant to conduct the required annual financial audit. These audits will employ generally accepted accounting principles and will comply with the audit guide issued by the California Education Audit Appeals Panel. The CFO and our business services provider are responsible for working with the independent auditor to complete the audit. The CFO will select an auditor that is on the State Controller's list of approved auditors to conduct charter school audits. The CFO is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by CUSD. The audit resolution process begins with a review of the reportable conditions by the CFO and development of management decisions in response. The CFO communicates with the auditor in order to clarify the specific area notated and provide any additional documentation to achieve acceptable resolution of the findings and questioned costs identified during the audit process. The CFO will also inquire as to recommendations from the auditor to resolve the condition and attempt to agree upon acceptable corrective actions in response to the reportable condition. After resolution is

attempted for all reportable conditions, the CFO shall prepare a detailed corrective action plan for all reported conditions describing the steps ISANA will take and outline the associated timeframes to resolve the audit findings satisfactorily. All findings, questioned costs, and corrective action plans shall be reviewed by the Audit and Compliance Committee and Board of Trustees.

In the event the CFO is unavailable to perform the duties described above (e.g. on medical leave) or if the position is vacant, the CEO may designate another staff member to temporarily perform those duties.



## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code, § 47605(c)(5)(J).)

### **General Provisions**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall not cause any pupil to be involuntarily removed from Charter School for any reason unless Charter School has provided written notice to the pupil’s parent/guardian

of its intent to do so at least five school days before the effective date of the action. The written notice will be in the native language of the pupil or the pupil's parent/guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent/guardian or educational rights holder. If a parent, guardian, or educational rights holder requests a hearing, Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If a parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform with changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the postexpulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, such as, for example, truancy or excessive tardiness.

### **Restriction on Suspension and Expulsion for Behavioral Issues**

Charter School shall not suspend any student in kindergarten through grade 5 or grades 6 through 8 on the basis of having disrupted school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Those acts shall not constitute grounds for a pupil enrolled in a charter school in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (Ed. Code, § 48901.1.)

### **Students with Disabilities**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the District.

In the case of a student who has an Individualized Education Program, or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504. Prior to recommending expulsion for a Section 504 student or special education student, Charter School will convene a review committee to determine 1) if the conduct in question was caused

by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of Charter School's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had a direct and substantial relationship to the child's disability or the conduct in question was not a direct result of Charter School's failure to implement the 504 plan or IEP, the student may be expelled.

### **Notification of the District**

Upon expelling any student, Charter School shall notify the OCS in writing immediately or as soon as practicable. Charter School shall include with its written notification a copy of the expulsion notice provided to the student's parent/guardian stating the reason for the expulsion, the term of the expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment.

### **Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and promptly make such data available to the District upon request.

### **Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion will be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. The rehabilitation plan will include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **Readmission**

Charter School's governing board will adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

This Element 10 shall serve as ISANA Achnar Academy's policy and procedures for student suspension and expulsion, it will be periodically reviewed, and it may be amended from time to time. These detailed policies and procedures were developed by ISANA over the years, and are periodically reviewed by the Board of Trustees and/or staff at least annually to ensure they comport with legal requirements and provide due process for all students.

ISANA Achnar Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request at the Principal's office.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **School Climate and Student Discipline System**

The goals of ISANA Achnar Academy's student discipline system are to:

- Promote student self-discipline, independence and mutual respect for others.
- Model, teach and encourage socially appropriate behavior so that students will be happy and successful in the real world.
- Maximize learning time by decreasing the number of office referrals and suspensions.
- Monitor and correct student misconduct through positive behavioral interventions.
- Analyze student behavioral data to further guide the development and implementation of school-wide behavioral supports and interventions.

### **School-Wide Positive Behavior Intervention and Support:**

Students who engage in misconduct will be provided with behavioral response to intervention through services such as our Coordination of Services Team (COST) or Success Progress Team (SSPT) referral process, as described in Element 1. Through this referral

process students with behavioral difficulties receive early behavioral intervention, and staff can progress monitor through data collection.

The goal of ISANA Achernar Academy is to provide an atmosphere that is safe, supportive, and nurturing for each student. All students have a right to learn while attending a safe school. As such, ISANA Achernar Academy establishes a positive school culture and effective discipline practices by establishing school-wide behavioral expectations and training staff (both certificated and classified) in supports such as Love and Logic, Peace Tree, and other positive behavior interventions and supports that maintain a positive school culture. Staff uses what they have learned through ongoing professional development to serve as role models of these expectations to all students.

Staff and faculty at ISANA Achernar Academy shall teach and monitor appropriate student behavior. Behavior expectations are set at the beginning of the school year and discussed on a consistent basis, which reinforces what appropriate student behavior is and how students can meet expectations.

Through the use of tiered positive behavior interventions and supports, the school will:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behavior and respect for others;
- Ensure students' standard of behavior is acceptable; and
- Regulate students' conduct.

ISANA Achernar Academy's progressive discipline model provides students with clear expectations and consistent, logical, and fair consequences for not meeting expectations. Through the utilization of tiered behavior interventions and supports, students are given the opportunity to change their behaviors. This is especially beneficial in cases where students may not realize they are failing to meet the expectations or causing problems for others. Staff is given the chance to guide students through the process of understanding their actions and what steps can be taken to improve the situation; this is a chance for teaching and mentoring.

Through guided lessons, staff instruct students on how to successfully demonstrate behaviors that are aligned to the school and classroom behavioral expectations. When it has been determined that students are not meeting the expectations, teachers work with students to create individualized behavior plans that are communicated to parents/guardians to ensure a holistic approach to establishing a positive school culture and climate. Additional behavioral supports include the school counselor collaborating with staff to conduct developmentally-appropriate guidance lessons that target specific areas of misconduct. As with core subjects, instruction is differentiated, and student comprehension is assessed. For students whose misconduct has escalated, measures are taken to provide individualized plans which may include behavioral supports and strategies, individualized rewards plans, and fostering self-regulatory/advocacy practices.

#### Tiered Behavior Intervention:

ISANA Achernar Academy's progressive discipline model is further undergirded by a tiered behavior intervention and support structure. Through tiered behavior interventions and



supports, consequences are paired with meaningful instruction and guidance (corrective feedback and re-teaching), offering students an opportunity to connect their misconduct with new learning. They can contribute back to the school community and re-engage in learning. Consistent and logical consequences are carefully planned with well-defined outcomes to provide the greatest benefit.

ISANA Achernar Academy shall utilize a four-level system to determine how to deal with behavior challenges. Level 1 issues are dealt with in the classroom. Level 2 and Level 3 offenses are habitual, and will initiate alternatives to suspensions such as COST or SSPT process. Level 4 offenses are those that, due to Education Code requirements, must automatically lead to suspension or expulsion.

Level 1: Tier 1 Behavior Interventions are implemented in the classroom, playground, cafeteria, and other areas of campus where students gather. These interventions include (but are not limited to):

- Provide positive support and redirection.
- Give the student an appointment to talk about the problem.
- Frequently review and model student and teacher expectations and procedures.
- Set limits by describing what you allow/do, or provide, without telling the students what to do about it.
- Restrict student from the area of the infraction until the adult and student feel that another try is in order.
- Student makes an “informational telephone call” to his/her parents/caregivers to describe the problem and his/her plans for improvement. Teacher calls first without student’s knowledge to alert parent and seek support. This happens at the conclusion of the instructional day.
- Provide a natural or logical consequence with empathy.

Level 2: When documented evidence supports a student’s need for a more targeted and specialized intervention because he/she is unresponsive to Tier 1 interventions and supports, staff employ Tier 2 Interventions including (but not limited to):

- Reflective Behavioral Journaling
- Behavior Support Plan
- Parent/Student Conference
- Peer Mediation

Level 3: When a student persists in behaviors that are incongruous with the expectations and have been documented as unresponsive to Tier 1 and Tier 2 behavior interventions, it is necessary to employ specialized and individualized Tier 3 behavior interventions, which include (but are not limited to):

- Intensive academic support based on the student’s level of need
- Intensive social skills counseling
- Alternative Programming (change teacher/class)
- Individual behavioral student contract
- Develop intensive COST/SSPT goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning

When it is necessary for Tier 2 and Tier 3 interventions to be employed, staff involve the principal or designee for support, development, implementation of these interventions. This ensures the appropriateness of the intervention. Parents/guardians are invited into this process to serve as a collaborative partner with the school to address the student's needs.

Level 4: The principal or designee shall issue a suspension when a student engages in behavior that, due to Education Code requirements, must automatically lead to suspension or expulsion.

#### Restorative Justice Practices:

ISANA Achnar Academy will build a community of safety and respect not only through the use of tiered positive behavior intervention support and progressive discipline, but also through the implementation of Restorative Justice practices. Restorative practices work to reduce student misconduct and suspensions when used as one available alternative to suspension and to foster positive school climates with the goal of eliminating racially disproportionate discipline practices. Restorative practices also promote trust and respect in relationships, setting the foundation for teaching and learning. In addition, the practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment.

Among the restorative practices ISANA Achnar Academy will use is gathering groups of people together into circles for conversation, which is one of the most recognizable features of schools that have adopted restorative practices. These circles can take many forms: mediation circles when a problem needs to be addressed, healing circles when group members are hurting or grieving, or circles that form just for dialogue and storytelling. When circles are a regular part of the school culture, they give students a vehicle for communicating when problems arise, rather than handling them in less constructive ways.

Along with restorative circles, ISANA Achnar Academy will use every opportunity to pair an infraction with a logical and restorative consequence rather than one that is punitive.

#### **Alternatives to Suspension:**

Alternatives to suspension will include consequences that are identified as appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid future misconduct. Alternatives to suspension may include but are not limited to:

- Changes in student's schedule tailored to students' needs
- Implementation of a behavior monitoring system
- Implementation of a behavioral contract including reinforcers for success and consequences for continued problems.
- Referral to group or individual counseling
- Instruction in social-emotional/behavioral skills
- Use of problem-solving approach to assist student identify the problem and possible appropriate solutions.

### Professional Development:

Professional development in the area of school-wide positive behavior support is provided to all staff members on an on-going basis. Professional development for school staff includes topics such as: classroom management, using a problem-solving approach to discipline, managing student behaviors, creating positive classroom culture, and creating positive behavior support plans.

### Using Data:

ISANA Achnar Academy takes into consideration various forms of data when planning for the behavior intervention and support of students as well as monitoring their progress towards meeting behavior expectations. The COST, comprised of the Principal, Instructional Coach/Administrator-in-Training, School Counselor, School Psychologist, Instructional Coach, Teachers, and Interventionists meet regularly to discuss data pertaining to student behavior in order to develop and oversee the implementation of appropriate behavior interventions and restorative consequences.

### **In-School Suspension**

In-school suspensions are administered by the Principal or the Principal's designee when a student commits a suspension offense but poses no imminent danger or threat to the campus, students, or staff. During an in-school suspension, the student is sent to another classroom or room within the school for one or more class periods where he/she is supervised by a credentialed staff member and required to complete his/her class work. The student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material (assignments and tests) related to all missed classes, which the teacher provides. All work will be graded by the teacher before the end of the trimester and feedback will be provided in a timely manner. Students will have access to appropriate counseling and intervention services while serving in-school suspension. Students with disabilities will be provided with supports and services as described in their IEP. In-school suspensions shall not exceed 2 days per incident and 15 days per student per year.

A school employee will notify parents/guardians via telephone or in person of an in-school suspension. Whenever a student is given an in-school suspension for longer than one class period, the principal or designee will send home a copy of the In-School Suspension Notice, signed by the principal or designee.

The In-School Suspension Notice will include:

- The details of the infraction,
- An invitation to an in-person meeting with the principal/designee and teacher to confer with the parent/guardian on the matter,
- Instructions on how to appeal the suspension, and
- Principal's and teacher's contact information.

ISANA provides an in-school suspension program not only to avoid any loss of instructional time but also to provide targeted behavioral intervention counseling. The Principal or Designee provides for the physical and social-emotional safety of students, staff, and visitors by assigning in-school suspension to the offending student only when it is determined that his/her presence does not cause a continuing danger to the physical safety of the pupil or others. During the in-school suspension, the offending student is closely monitored by the credentialed employee assigned to supervise him/her. As part of the in-school suspension, the offending student receives behavioral intervention counseling, which is intended to guide the him/her through the process of developing solutions to the problems that resulted from his/her behavior. By engaging the offending student in this process, he/she becomes a co-constructor in the improved school climate. In addition, counseling services are provided to others involved in the occurrence as to ensure their physical and social-emotional needs addressed.

### **Grounds for Out-of-School Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at ISANA Achernar Academy or at any other school, occurring at any time, including, but not limited to:

- a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Possession of a knife or other dangerous object of no reasonable use to the pupil
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code, directed specifically toward a pupil or school personnel.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold or furnished a firearm.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery.
- e) Possessed an explosive.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Possession of a knife or other dangerous object of no reasonable use to the pupil.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events

- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code, directed specifically toward a pupil or school personnel.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).



2. Mandatory Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold or furnished a firearm.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery.
- e) Possessed an explosive.

### **Out-of-School Suspension Procedures**

Suspensions shall be initiated by the Principal or the Principal's designee according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The process for investigating incidents and collecting evidence will be fair and thorough.

This conference shall be held within two (2) school days of the Principal or designee's determination to suspend the student, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as information regarding appeal of suspension. In addition, the notice will also state the date

and time when the student shall return to school. If Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than twenty (20) school days in any school year. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. Students with Individualized Education Programs (IEPs) cannot be suspended for more than ten (10) school days without holding an IEP meeting to determine whether the behavior is a manifestation of the student's disability. If it is, the IEP team must correct the IEP or its implementation and not suspend the student beyond ten days. If it is not, the school can suspend longer than ten (10) days but no more than twenty (20) in a school year, but must still provide ongoing education under their IEP during the suspension.

During all suspensions the Principal or Principal's designee will ensure that the students and their families receive classroom materials and current assignments that the student would have otherwise been assigned to be completed at home during the term of the suspension (homework and class work missed). All work will be graded by the teacher before the end of the trimester and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### 4. Appeal of Suspension

Parents and/or guardians can appeal a student's suspension within ten (10) school days of the first day of suspension, to the CEO. Their right to appeal is outlined on the suspension paperwork, which is provided to parents/guardians at the time of the suspension, as well as in the Parent Handbook. A suspension appeal will be heard by the CEO, and upon consideration the CEO's decision is final. If the appeal is not granted, the student will not be reinstated in school for the day(s) to be suspended. However, if the appeal is granted, the CEO may remove the suspension from the student's records.

## **Expulsion Procedures**

### 1. Authority to Expel

A student may be expelled based on the determination of a single, neutral Hearing Officer

following a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the CEO as needed, and shall be a certificated individual from ISANA but not from ISANA Achnar Academy. If the Hearing Officer makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the CEO.

## 2. Expulsion Procedures

Within five (5) days of the first day of suspension for an expellable offense, a pre-expulsion conference will be held (unless it is deemed necessary to extend the suspension an additional five (5) days pending further investigation). If a recommendation for expulsion is made at the pre-expulsion conference, then an Expulsion Hearing will be scheduled within 30 days. If a recommendation for expulsion is not made, then the student must return to their previous educational setting at the end of the suspension term.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal makes a recommendation for expulsion. Pending the expulsion hearing, the school will ensure that the student attends an appropriate interim placement arranged for by Charter School. The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence. To refer a student for an interim placement, the principal must forward copies of the following documents to the Director of Pupil Services:

- a. Cumulative record folder jacket(s)
- b. Student's grades-in-progress/current class schedule
- c. ELPAC scores, immunization records, and home language survey

The interim placement for special education students shall be addressed in the student's pre-expulsion IEP meeting. Prior to the meeting, a call must be made to the Director of Special Education for an offer of Free and Appropriate Public Education (FAPE). Interim placements for special education students are to be arranged by the referring school with the assistance of the Director of Special Education.

When students are suspended, teachers will provide work for them that will ensure that their education continues while they are absent from school. Students will continue to have access to their lessons, assignment, and tests during any extended suspensions, pending an expulsion hearing. If a student cannot attend school due to an expulsion hearing, a student can be placed on alternative educational placement for up to 45 days while the expulsion is pending. The student has to be provided FAPE, which includes all services in the IEP.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case, and make the expulsion determination. The hearing shall be held in a closed setting unless a public hearing is requested by the parent/guardian.

Written notice of the hearing shall be forwarded by the Principal or the Principal's designee to the student and the student's parent/guardian at least ten (10) calendar days before the date

of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. The right of parent to request a postponement of the Hearing; and
10. Information regarding reasonable accommodations and language support.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Expulsion Appeals Panel Chair, and the Hearing Officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Hearing Officer must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed setting when testifying at a public hearing would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense. For discretionary expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Hearing Officer shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held in a public setting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Hearing Officer shall be in the form of written findings of fact.

If the Hearing Officer decides not to expel, the pupil shall immediately be returned to his/her educational program.

In some cases the Hearing Officer may decide to suspend the enforcement of a students' duly processed expulsion. Students who are placed on expulsion with suspended enforcement would either return to their previous school setting, or the Hearing Officer may determine that an opportunity transfer to another ISANA Academy would be most appropriate for the rehabilitation of the student. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., "straight expelled") if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of Charter School's rules and regulations governing student conduct.

### **Written Notice to Expel**

The Principal or designee, following the Hearing Officer's determination to expel, shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days following the hearing. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Charter School.
3. The expulsion appeal process.
4. The reinstatement eligibility review date.
5. A copy of the rehabilitation plan.
6. Opportunity to request reasonable accommodations in order to ensure that the parents/guardians are able to participate in meetings and/or understand written documents.

### **Involuntary Removal**

No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at Charter School until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

### **Outcome Data**

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements.

ISANA Achnar Academy will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

### **Expulsion Appeals Procedure**

The decision to expel a student may be appealed by the parent or guardian of the student to the Expulsion Appeals Panel. The Panel shall consist of three (3) members appointed by the Chairperson of the ISANA Board of Trustees as needed. At least one (1) Panel member shall be certificated but not from ISANA Achnar Academy, while the other two (2) members may be ISANA employees or Board members. In order to appeal, the parent must submit a written request to the CEO within ten (10) school days of the Hearing Officer's decision to expel. The student will be considered suspended until a meeting of the Panel is convened,

which shall be within ten (10) school days of receipt of the written appeal. The parent may attend to present their appeal or may submit written documentation supporting the appeal. ISANA will strive to schedule the Panel meeting to accommodate the parent's presence. The Panel will make a final decision on the expulsion appeal based on information presented by the parent at the Panel meeting and information from the original expulsion hearing. The Panel's decision regarding the expulsion will be final.

### **Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to CUSD upon request.

### **Expelled Pupils/Alternative Education**

The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence.

### **Rehabilitation Plans**

ISANA Achnar Academy will provide a rehabilitation plan upon expulsion, as developed by ISANA Achnar Academy's principal or designee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ISANA Achnar Academy for readmission. The amount of time is determined by ISANA Achnar Academy's principal, designee, or governing board and will be adhered to. Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours.

### **Readmission**

At the end of the expulsion term, a parent/guardian may submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. The CEO or neutral designee shall review the readmission documentation and decide to readmit or not. If the student does not meet the requirements of their rehabilitation plan as determined by the CEO or neutral designee, the Charter School may revisit at a later date not to exceed one (1) year.



## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

***“The manner in which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code, § 47605(c)(5)(K).)***

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

### **Certificated Staff Members**

#### **State Teachers Retirement System (STRS)**

All certificated employees participate in STRS. The Director of Human Resources (or designee) shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. ISANA provides assurances that the report submitted to LACOE will be in a format acceptable to LACOE. The CEO will keep on file documentation that STRS contributions have been made to the State of California. The school will continue such participation in STRS for the duration of the charter school’s existence under the same CDS code.

### **Classified Staff Members**

#### **Social Security**

All non-certificated employees contribute to Social Security according to Federal and State laws with ISANA Academy matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems. The Director of Human Resources (or designee) will be responsible for ensuring that appropriate arrangements for that coverage have been made. To better serve its employees, the school may explore opportunities to provide PERS or other retirement systems to non-certificated staff members, in a manner consistent with applicable state and federal law.

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code, § 47605(c)(5)(L).)***

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with applicable law and that school district’s policies and procedures. Alternatively, the pupil may seek to enroll in another charter school. If the District is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any school district as a consequence of enrollment in Charter School, except to the extent that such a right is extended by the school district.

Parents or guardians of each pupil enrolled in the Charter School shall be informed by telephone, in person, via the Charter School’s website, or via mail of the various public school attendance alternatives described in the paragraphs above.

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code, § 47605(c)(5)(M).)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.



## **ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

*“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Ed. Code, § 47605, subd. (c)(5)(N).)*

### **General Provisions**

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this charter (“Dispute”), shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issue Conference, mediation, arbitration, administrative and/or civil action (including appeals), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs, and expenses charged by a mediator or arbitrator (including all associated administration fees, costs, and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs, and/or expenses, or mediator’s or arbitrator’s fees, costs, or expenses (including any associated administration fees, costs, and expenses), issued by a mediator, arbitrator, judicial officer (including appeals), or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **Disputes Between Charter School and District**

Charter School agrees to attempt to resolve all disputes between the District and Charter School pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Non-Proposition 39 Disputes**

Any Dispute not arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below.

(1) The Dispute must be communicated in writing (“Written Notification”) by the party asserting the existence of the Dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by e-mail, upon

confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:  
310 E El Segundo Blvd, Compton, CA 90222  
e-mail: rtrash@isanaacademies.org

To Senior Director of Charter Schools:  
Office of Charter Schools  
Compton Unified School District  
501 S. Santa Fe Avenue Compton, CA 90221  
e-mail: sbradford@compton.k12.ca.us

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification or such other date as determined by mutual agreement of the parties. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes support its position. The Written Response may be tendered by personal delivery, by e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by e-mail, upon confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party, or such other date as determined by mutual agreement of the parties.

(4) If the Dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim in dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the mediator will be selected from a list of mediators prepared and provided by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

(5) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any recourse available by law.

#### Proposition 39 Disputes

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved as follows:

(1) Any Dispute shall be communicated in the form of a Written Notification. The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification may be tendered by personal delivery, by e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by e-mail, upon confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:  
310 E El Segundo Blvd, Compton, CA 90222  
e-mail: [rthrash@isanaacademies.org](mailto:rthrash@isanaacademies.org)

To Senior Director of Charter Schools:  
Office of Charter Schools  
Compton Unified School District  
501 S. Santa Fe Avenue Compton, CA 90221  
e-mail: [sbradford@compton.k12.ca.us](mailto:sbradford@compton.k12.ca.us)

(2) A Written Response shall be tendered to the party providing the Written Notification within fifteen (15) business days from the date of receipt of the Written Notification or such other date as determined by mutual agreement of the parties. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes support its position. The Written Response may be tendered by personal delivery, by e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by email, upon confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule an Issue Conference. The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party, or such other date as determined by mutual agreement of the parties.

(4) If the Dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation, or such other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration

Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or such other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation, or such other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

(5) If the mediation is not successful, either party may then initiate a civil action.

### **Internal Charter School Disputes**

Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other matters. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include clear information with respect to the response timeline for Charter School, whether Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in Charter School's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 ("Title IX") and Section 504, including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing of complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under

Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil Rights complaint form.





## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code, § 47605(c)(5)(O).)*

### **Revocation of the Charter**

The District may revoke the charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District’s Board of Trustees and/or any provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the District will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the District’s Board of Trustees determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the District’s Board of Trustees, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(1)) or non-renewed by the District’s Board of Trustees; the governing board of Charter School votes to close Charter School; or the charter lapses or is surrendered.

### **Closure Procedures**

The procedures for Charter School closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations” posted on the California Department of Education (“CDE”) website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

#### Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the District’s Board of Trustees, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

#### Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The District’s OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes documenting its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Los Angeles County Office of Education (“LACOE”). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (“SELPA”) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (“STRS”), Public Employees Retirement System (“PERS”) and the Social Security Administration of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.

6. CDE. School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.

7. Any school district that may be responsible for providing education services to Charter School's former students. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

#### Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with CUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier ("SSID"), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.
5. Charter School must update all student records in CALPADS prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School must provide to the OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the OCS and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the OCS immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the District, as Charter School's authorizing entity, of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask LACOE to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School. This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit. Charter School shall pay for the financial closeout audit of Charter School.

This audit will be conducted by a neutral, independent licensed Certified Public Accountant who will employ generally accepted accounting principles. Any liability or debt incurred by

Charter School will be the responsibility of Charter School and not the District. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the District, as authorizing entity, in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect average daily attendance or enrollment adjustments for all affected local educational agencies due to the charter closure.

#### Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School will ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The California Education Code sets forth the requirements for the

disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation that does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Within fourteen (14) calendar days of the Closure Action, Charter School shall provide the District with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of Treasury, including, but not limited to, final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure

any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The CEO or designee will serve as the school's closure agent in the event that the school closes.





## **ADDITIONAL PROVISIONS**

### **Facilities**

Charter School will comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605(a) and 47605.1.

### **District-Owned Facilities**

If Charter School is using District facilities as of the date it submits this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

A Proposition 39 facilities use agreement shall expire on the date stated in the agreement, unless otherwise agreed to by the District. There is no automatic renewal.

Under no circumstances shall the term of the agreement exceed five (5) years or extend beyond the term of the approved charter, whichever is shorter.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

• Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

• Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and California Code of Regulations, title 5, section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the District facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District may allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and the District's policies on operations and maintenance services for facilities and F&E. Notwithstanding the foregoing, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay the District for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in the District's property insurance or, if Charter School is the sole occupant of District facilities, obtain and maintain separate property insurance for the District facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the District facility if Charter School is colocating or sharing the District facility with another user.

#### Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revisions. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the dispute resolution process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (“ADA”) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

If Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operations, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608 et seq., which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **Insurance**

### **Insurance Requirements**

The District shall not provide insurance coverage to Charter School under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. If Charter School has more than one location, each location shall meet the insurance requirements set forth below individually.

Charter School, and not the District, shall monitor Charter School's vendors, contractors, partners, and/or sponsors for compliance with insurance requirements.

Charter School will maintain the following insurance policies:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per occurrence and \$10,000,000 in aggregate. The policy shall name the District and its Board of Trustees as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
2. Workers' Compensation Insurance, including Employer's Liability, coverage with limits of \$1,000,000 for each accident for bodily injury by accident; \$1,000,000 for each employee for bodily injury by disease; and \$1,000,000 coverage period aggregate.
3. Commercial Auto Liability, including Owned, Leased, Non-Owned and Hired, coverage with limits of \$1,000,000 Combined Single Limit per occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, Charter School will maintain a coverage limit of \$5,000,000 Combined Single Limit per occurrence.
4. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Charter School will maintain coverage of at a minimum \$1,000,000 per occurrence/\$1,000,000 aggregate.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate. If Charter School's coverage is separately issued or included by endorsement to another policy, the policy will name the District and its Board of Trustees as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 if Charter School operates a high school or any other school that participates in competitive interscholastic or intramural sports programs.

Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall name the District and its Board of Trustees as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

#### Evidence of Coverage

Charter School shall furnish to the District at the outset of the charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter School shall be required to provide the Compton Unified School District with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

The certificates of insurance will reflect the District's and its Board of Trustees' status as named insureds and shall attach a copy of the endorsement(s) extending such coverage. Charter School shall provide the District with certified copies of any required insurance policies upon request.

If Charter School obtains any other insurance coverage, such as coverage for damage or theft to Charter School, employee, or student property, for student accident, or any other coverage, purchase of that coverage will be the responsibility of Charter School and not the District.

#### Hold Harmless/Indemnification

To the fullest extent permitted by law, Charter School agrees, at its own expense, to indemnify, defend and hold the District and its Board of Trustees and their members, officers, directors, agents, representatives, employees and volunteers harmless from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the District and its Board of Trustees and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omissions or acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend, and hold harmless the District and its Board of Trustees and their members, officers, directors, agents, representatives, employees, and volunteers, for any

contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners, or sponsors.

## **Fiscal Matters**

### **Oversight and Audit of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the OCS or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures, and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days' notice. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if the District receives an allegation of waste, fraud or abuse related to Charter School's operations, Charter School shall be expected to cooperate with any investigation undertaken by the OCS, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

### **District Oversight Charges**

The District may charge for the actual costs of supervisory oversight Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% of Charter School's revenue if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee is separate and distinct from charges arising under any facilities use agreement between the District and Charter School.

#### Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

#### Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in California Code of Regulations, title 5, section 15450.

#### Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

#### Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

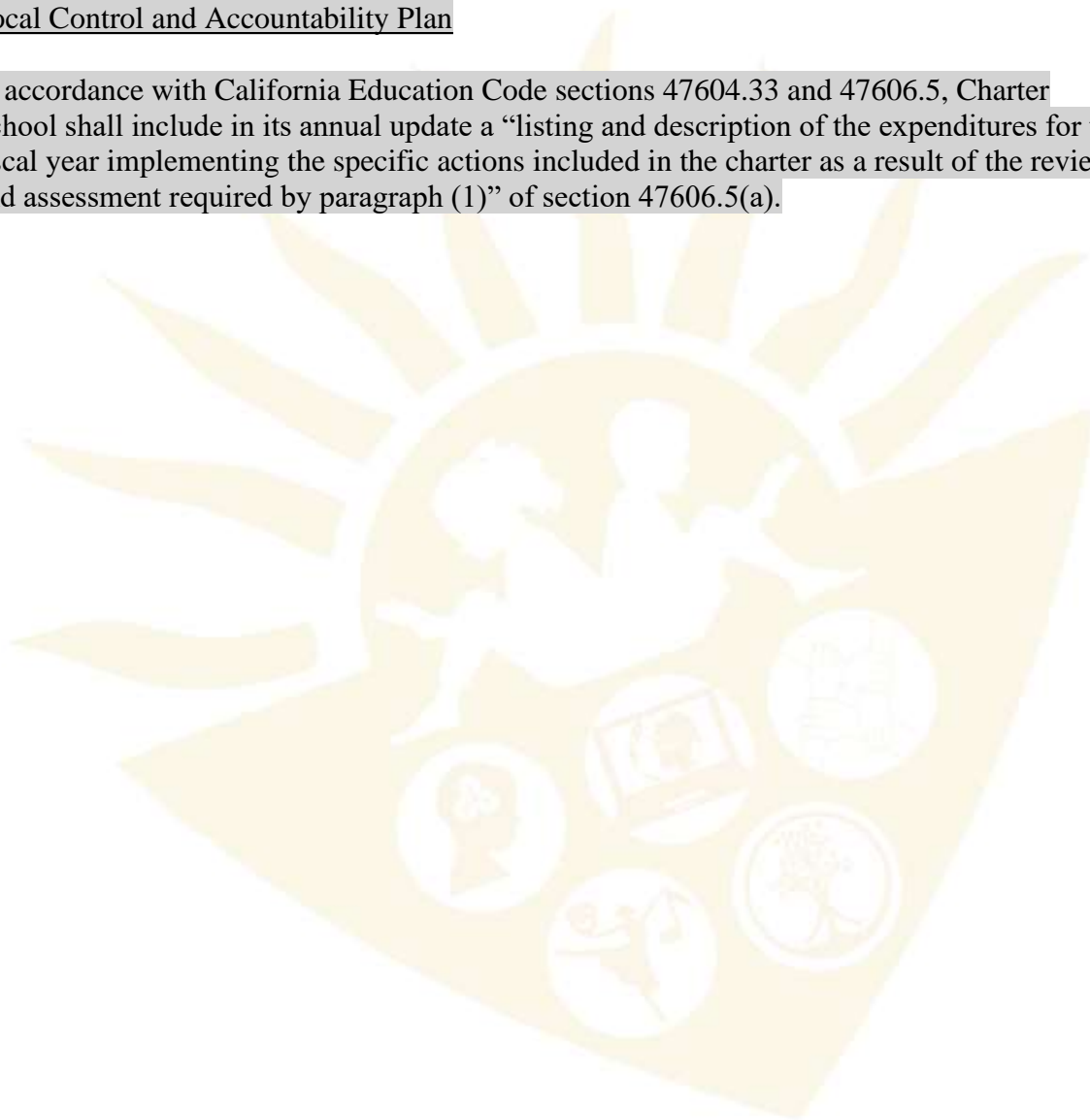
#### Internal Fiscal Controls



Charter School will establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls, governing all financial and business-related activities. Apportionment Eligibility for Students Over 19 Years of Age Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612 (b).)

#### Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a).



**Appendix:**

Charter Renewal Performance Report:

(Unable to copy and paste document right below. Document submitted separately. Please see flash drive).



