

Island Union Elementary Charter School District



Charter Renewal Application

CDS Code: 16-63933-6010466

2020-2025

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ISLAND UNION ELEMENTARY SCHOOL DISTRICTWIDE CHARTER  
2020-2025

**RATIONALE**

The administrative, certificated and classified employees of the Island Union Elementary School District Wide Charter, hereafter referred to as the “Charter,” will provide a collaborative team environment that will foster confidence in the students’ ability to interact academically and socially within the community. The Island Union Elementary School District is hereafter referred to as “District.”

The Charter will maintain a traditional small school atmosphere while promoting high expectations in a safe environment. The areas of focus will be academics, social relationships, behavior, character and physical well-being.

In using the combined efforts of the staff, school board, parents and community, the students will be given opportunities to make responsible decisions, respect the rights of others, solve problems, set goals, and establish objectives for reaching those goals. Our school motto, “Strive for excellence” is lived daily in all that we do. It is the Charter’s goal that each student becomes a life-long learner, respect the rights of others, be a responsible decision maker, and a productive citizen. These are fostered within our professional learning communities, and encourage the support of parents and families, working to keep our traditional small school atmosphere treasured by our charter community. Indicators of this support include:

- 100% of the parents sign the School/Parent/Student District compact
- 100% of the credentialed employees in the district support working in the charter district
- 100% of the classified employees in the district support working in the charter district
- There continues to be a waiting list each year of students wanting to attend the district each year.

The original stakeholders and continued stakeholders believe the charter would set the school district apart and make it even more special in the educational community. As a charter school we continue to strive for excellence monitoring our students’ academic growth and social development. May 2014 we were honored with the California Distinguished School award and in May 2016 we were honored with the California Gold Ribbon award, as well as the Title I Academic Achievement noting the academic programs that support and foster student achievement. We are now attempting our fifth five-year cycle as an all charter district.

**MISSION STATEMENT**

The Charter will provide a team environment that will foster confidence in the students’ ability to interact academically and socially within the community.

The Charter will maintain a traditional small school atmosphere while promoting high expectations in a safe environment. The areas of focus will be academics, social relationships, behavior, character and physical well-being.

In using the combined efforts of the staff, school board, parents and community, the students will be given opportunities to make responsible decisions, respect the rights of others, solve problems, set goals, and establish objectives for reaching those goals. It is the Charter's goal that each student becomes a life-long learner and a productive citizen.

## **VISION STATEMENT**

The Island Union Elementary School District is dedicated to providing a positive learning environment and a quality educational program that will develop the inherent capabilities of all students, help prepare them to be successful in high school, and be good citizens.

### **Goal Statements**

1. The District will create a safe and positive school climate, recognize individual differences, and encourage each student to reach his/her full potential.
2. The District will provide strong instructional programs which are revised in a timely manner to ensure continued student achievement based on the changing needs of students.
3. The District will develop and maintain strong school, parent, community, business, and interagency partnerships.

## **ELEMENT I: Educational Philosophy and Program**

### **Educational Philosophy**

The Charter offers the learner, transitional kindergarten through grade eight, an education, providing the necessary foundations for a successful high school learning experience, leading ultimately to becoming a productive citizen of the community in the 21<sup>st</sup> century.

The goal of the Charter is to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, be able to utilize technology, and be socially responsible.

The Island Union Elementary School Districtwide Charter parents, staff, and students believe in:

- Fostering a collaborative team atmosphere with the community which benefits the student
- Nurturing student success within a safe school environment
- Preserving the traditional small school atmosphere "Teaching children to lead the way."
- Promoting high expectations

- Enabling all students to learn by recognizing each student learns differently
- Promoting parental involvement as an essential element of a quality educational experience

The Charter fosters a secure, friendly, environment in which students experience a wide variety of learning activities through increased technology usage (one-to-one iPads in grades TK-2<sup>nd</sup> and chromebooks 3<sup>rd</sup>-8<sup>th</sup> grades); and hands-on science activities; music, art, enrichment; and competitive athletics, as well as the fundamentals of basic academic programs.

The district believes that an educated person in the 21st century is a confident, life-long learner who can communicate effectively, think creatively, reason logically, manage resources efficiently, and contributes their talents, strengths, and abilities as a productive citizen.

The Charter believes that learning occurs best when:

- Instructional activities are meaningful and, where appropriate, integrated
- Expectations and accountability are high
- Assessments are used as a diagnostic tool to guide instruction and as an accountability tool to ensure academic mastery
- Curriculum and instruction reflect a rich and appropriate balance of direct instruction, reading, and activities that provide real-life application
- Parents are involved in the educational process
- Students are respected and their input is acknowledged, valued, and promoted
- Students are given opportunities to make responsible decisions
- Students feel safe and secure in their learning environment
- Student learning is enriched by access to technology, study trips, exposure the visual and performing arts, and extra-curricular activities

### **Program Elements**

1. A strengthened partnership with parents, including:
  - a) A Parent/Teacher/Charter Compact
  - b) A strong Parent advisory involvement
  - c) Parent education opportunities
  - d) Parent engagement through multiple venues such as classroom/school volunteer opportunities, Parent Advisory Councils, Parent Booster Club, etc.
2. An academic, social, and conduct contract for students that defines the student's responsibility for learning and his/her responsibility to the school and community.
3. The development of high standards for all students through a curriculum that:
  - a) Is meaning centered
  - b) Prepares students to be college and career ready
  - c) Is focused on the California State Standards
  - d) Is highly integrated

- e) Is real world based
  - f) Implements research based supported pedagogy including the use of student engagement techniques, open-ended projects, and an emphasis on persevering, problem solving, and critical thinking. Integrates technology to a high degree into the process to improve learning, strengthen teaching, and prepare students to be 21st century learners.
  - g) Develops self-motivated, competent students with an affinity for life-long learning.
  - h) Regularly uses formative and summative assessments to evaluate and inform instruction.
4. A comprehensive Response to Intervention Program.
    - a) Academic support including diagnostic and interventions based on a self-referral, parent referral or teacher referral.
    - b) Behavior and emotional support including peer helpers, student counseling, and parent training.
    - c) Health services support including school LVN, County School Nurse, staff training, student and employee wellness and access to public health services.
  5. Time allocated to Professional Learning Communities for the purpose of analyzing student performance using data, curriculum development, team meetings, grade level planning, and professional development focused on meeting students' needs academically, behaviorally, and socially. Professional Learning Communities are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and serve. The collective inquiry and action research are a product of analysis of students' achievement data in the form of formative assessments. The process is driven by the four guiding questions of PLC's:
    - a) What do we want our student to learn?
    - b) How will we know when they have learned it?
    - c) How will we respond if they don't learn?
    - d) How we will respond if they already know it?
  6. Access to technology within all classrooms which supports teaching and learning, prepares students to find and manage information and use it appropriately
  7. Create and maintain an environment where students, staff, and parents are safe in their learning environment.
  8. Students and parents are enriched through access to technology, study trips (virtual and real), exposure to the arts and an expectation to participate in extracurricular activities and community service.
  9. The ongoing partnership with Kings County Office of Education, colleges and universities, to facilitate staff professional development, promote research, implementation of research based best practices, train upcoming new teachers, and strengthen the evaluation of program effectiveness.
  10. Build partnerships with outside agencies to facilitate opportunities for enhanced and extended learning.

### **Students to be Served**

Island Union Elementary Charter School District, located at 7799 21<sup>st</sup> Ave., Lemoore, CA is dedicated to serve K-8<sup>th</sup> grade students who reside in the district's boundaries within Kings County, as well as all students from outside the district's boundaries who enter the district through an inter-district charter agreement. Admission to the district is not determined by place of residence of the pupil. Student openings filled by non-resident students are filled by random lottery. Historically, the percentage of students living outside of the district boundaries range between 48-52% of total student enrollment.

The Charter provides a traditional learning environment with site-based matriculation.

The District is nonsectarian and nondiscriminatory. No person shall be subjected to discrimination on the basis of the following perceived or actual characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that are contained in the definition of hate crimes set forth in section 422.5 of the Penal Code in any program or activity conducted by the District.

### **Curriculum and Instructional Design**

The Charter offers the learner, transitional kindergarten through grade eight, an education providing the necessary foundations for a successful high school learning experience, leading ultimately to becoming a productive citizen of the community in the 21st century.

All curriculum and instruction is aligned with the California Common Core State Standards and Frameworks. Every student will have sufficient access to standards aligned text books and/or instructional materials through physical or electronic means pursuant to E.E. 60119. Every child receives a rigorous, well-balanced standards aligned core program, consistent with the emphasis and design of our original Charter. Teachers at each grade level meet regularly to discuss curricular issues and work together to design instructional activities and lessons. They also analyze assessment data and use the results to structure and differentiate the educational program to meet the learning needs of their students. Adjustments to the instruction, employing research-based methodologies, are then implemented to remediate any areas of concern and to achieve grade level proficiency in all subject areas. Island's instructional program includes music, art, physical education, and technology in addition to the core English, Math, History/Social Science, Science, and Health. Teachers are knowledgeable about their grade level standards and have created instructional pacing charts to insure the coverage and depth of knowledge of those standards. Teachers regularly communicate with parents to discuss academic performance.

The Charter is committed to providing services for the unique needs of all students, based on the changing demographics of the community. The Charter wishes to be in a

position to take advantage of innovative ideas (i.e. Language Development Program, Response to Intervention, RSP and related special education programs; speech and language programs, SBCP, and Title I programs; and numerous internal programs). While ensuring that the achievement of all students continues to rise, one of the district's goals for the next five years is to continue narrowing the achievement gap. This goal will be realized by progressing in the mastery of grade level common core state standards and content standards by students at or below the "basic" level of performance.

### **Plan for Students Who Are Academically Low Achieving**

The Charter meets the needs of the low achieving students by teachers regularly meeting in grade level Professional Learning Communities (PLC) to review student achievement data to determine which students are in need and in what specific area they are in need of assistance through a well-articulated multi-tiered Response to Intervention (RTI) model that provides a variety of intervention programs and instructional strategies. The intervention model is fluid and allows students to move in and out of classrooms and groups according to their specific instructional needs. Time is set aside each day to facilitate this deployment model that supplements the core program. The teacher then will plan for focused small group instruction, one on one instruction or whole class reteach with intervention lessons specific to the standard the student is having difficulty with. We have instructional aides directly supervised by the fully credentialed teacher to assist in the targeted student assistance. Additionally we have tutorials before and after school for specific student assistance. We utilize web based individualized programs both in ELA and math for students to have direct needs met. Throughout the instructional day teachers differentiate their instruction to be sure to meet the variety of needs within their classroom. We utilize the Student Study Team (SST) process to assist in identifying students who need alternative interventions to enhance their learning.

### **Plan for Students Who Are Academically High Achieving**

Island's philosophy is that an instructional program for the best students is the best instructional program for all students. The District is known for its rigorous program and high expectations for all. High achieving students are identified through standardized assessment, grade level benchmarks, and other summative assessments. High achieving students' needs are specifically met within the regular school day through differentiation. The Charter maintains strong visual and performing arts programs for all students. Extra-curricular activities are offered to students to extend their learning, provide enrichment and other opportunities for a well-rounded education promoting academics, civic responsibility, social skills, and physical well-being. These activities include but are not limited to: Drama, Peach Blossom, Spelling Bee, Yearbook, Student Council, Recycling, sports, peer tutoring, etc.

### **Plan for English Learners**



The Charter identifies English Learners (EL's) through the Home Language Survey in compliance with California law. These students are assessed using the Initial English Language Proficiency Assessments for California (Initial ELPAC) within 30 calendar days of initial enrollment by trained staff. Students who score Intermediate English Learner 7 (370-449) or Novice English Learner (150-369) are identified as English Learners. If identified as an English Learner, students receive English Language Development instruction by teachers who have CLAD or BCLAD certification. The charter's goal is that English language learners will progress academically at the same rate as all other students. These students are monitored regularly. The Charter's staff is provided strategies to strengthen the academic program for these students. Students identified as ELL are assisted through a variety of instructional strategies, English Language Development daily, and programs that include: instruction by teachers who have CLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification. The curriculum and instruction for English learners is aligned to the California English Language Development Standards adopted in 2012 that are aligned to the California Common core Standards. A primary focus of the ELD standards aligned program and instruction is to address English language and literacy skills ELs need in key content areas allowing greater access to the Common Core State Standards. Instructional aides also provide small group and individual instruction. This instruction is to increase the fluency in the English language, their proficiency levels are re-evaluated yearly and instruction is adjusted to ensure continued improvement.

The district/school holds regularly scheduled District/English Language Advisory Committee (DELAC/ELAC) meetings throughout the year. These meetings are a venue for parental input and participation in their child's education. The goal of the meetings is to gain parental input on district/school related matters, programs and policies, as well as an opportunity to inform and educate parents on educational issues so that they can take an increasing role in their child's education.

### **Reclassification Procedures:**

The Island Union Elementary School District Board and the District English Learner Advisory Committee (DELAC) have approved standard criteria and procedures for reclassification. The following criteria will be used to determine when an English learner has acquired English language skills that would enable them to access and be successful the core curriculum comparable to a native English speaker.

Criteria for Reclassification:

1. Grade Level
  - The student must be enrolled in grades 2-8
2. ELPAC Scores
  - Overall score of 4 or high 3 (upper expanding)
  - Level 3 or higher in Oral Language Score & Written Language Score

- Somewhat/Moderate or Well Developed in Listening, Speaking, Reading and Writing
3. CAASPP
    - Nearly Met in ELA and Math
    - District Benchmarks can be used for 2nd & 3rd graders who do not have CAASPP scores
  4. Teacher Input
    - Score of 20 or higher on the Student Oral Language Observation Matrix (SOLOM)
    - C or above on report card at MS
  5. Parent Consultation
    - Parents will be notified by EL Coordinator or classroom teacher about the possibility of reclassification, concerns will be addressed
    - Explain to parents that students will still be monitored for progress for four years
    - Parent(s) will sign consent form for reclassification

Student Monitoring After Reclassification:

1. Reclassified students will receive follow-up monitoring by the principal or designee for four years after reclassification. Progress, including benchmark scores and grades, will be checked and recorded on the Reclassification Form at the end of each Trimester of the four years following reclassification. The site principal or designee will oversee follow-up monitoring of reclassified students.
2. The principal or designee will provide assessment information including CAASPP to teachers of reclassified students at the beginning of the four school years following reclassification.
3. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include but are limited to: additional tutoring or counseling, training in test taking strategies, and support in reading, language arts, and mathematics.

Reclassification Procedures:

1. The principal or designee shall review reclassification criteria and procedures with all certificated staff at the beginning of each school year.
2. At the beginning of each school year, the site principal or designee will provide all teachers with test scores of students who were reclassified the previous year for the purpose of monitoring progress.
3. After ELPAC results are received the principal or designee checks test scores of site English Learners to determine which students have met the district reclassification criteria. The principal or designee then meets with the teacher for further review and input.
4. The principal or designee reviews all reclassification criteria and completes the IUESD Reclassification Referral to FEP form.

5. The principal or designee schedules a meeting with teacher, parent, and principal/designee to determine if reclassification is appropriate for the student.
6. The reclassification process is explained to the parent or guardian, and student if 7<sup>th</sup> or 8<sup>th</sup> graders, and the parent or guardian's signature is obtained indicating either agreement or disagreement with the decision to reclassify.
7. Reclassification documents are filed in the student's language folder; the student information system will be updated to reflect reclassification.
8. The principal or designee will monitor reclassified students' grades and performance on district common assessments each trimester for a period of four years.
9. If student progress remains satisfactory, monitoring will continue. If a student is experiencing difficulty, a meeting will be held with the teacher to determine appropriate strategies to support the student. The principal or the designee is responsible to coordinate services for those students who have been reclassified but may be experiencing difficulties, including appropriate before, during, and after school interventions.

#### Reclassification Process Year 2:

- The assessment schedule of the first year is repeated.
- On the fourth anniversary of the reclassification, student performance is assessed, and if progress is satisfactory, student performance is no longer monitored.

### **Students Receiving Special Education Services**

Island provides educational services to students who qualify for special education programs in full compliance with the Individuals with Disabilities Education Act (IDEA). In concert with IDEA, Island supports and provides services to students receiving Special Education in the Least Restrictive Environment (LRE). Our Charter philosophy is to maintain high expectations for learning and achievement for all students, including those receiving special education services.

The Charter has a Special Education department that directly provides necessary programs and services to its students with disabilities. In addition, the District is a member of the Kings County Special Education Local Plan Area (SELPA). Through the Kings County SELPA, the District ensures that the complete array of programs and services are available to meet the needs of students with severe disabilities.

The district uses child find procedures used to identify students for special education services. Students can be referred by teachers, parents, agencies, and appropriate professional individuals, or through a Student Study Team (SST) meeting, after the resources of the regular education program have been considered and when appropriate, utilized. This is often accomplished through the Response to Intervention process. After a referral has been made, an assessment may be conducted in any and all areas of suspected disabilities. If the student needs to be evaluated for special

education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each disabled student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP.

Students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan by certificated special education staff and classified staff in concert and close collaboration with the general education teacher. Students' progress towards goals is reviewed and revised annually by an IEP team to ensure progress on goals, appropriate services, supports, accommodations and/or modifications, and educational benefit to guarantee they are making progress with their learning in accordance with state and federal law.

The district is part of the Kings County Special Education Local Plan Area (SELPA), serving several County operated programs and the thirteen school districts within the county. Through the Kings County SELPA, the district ensures a continuum of services are available to meet the needs of students with severe disabilities.

Island believes that parent participation is essential to a student's success. This is especially true for students who receive special education services. Parents participate in the education and program of their special needs child by participating in the Individualized Education Plan meeting. There, they provide essential information that the team considers in providing appropriate services for their child allowing them to access the regular education program to the greatest extent possible. Additionally, regularly scheduled parent teacher conferences are held to keep parents informed of their child's academic progress. The County SELPA also holds Community Advisory Committee Meetings for parents of children with special needs.

### Categorical Programs

The District will comply with all conditions of Federal categorical programs and will participate in Federal Program Monitoring as required.

### Facilities

The District takes pride in providing a safe learning environment that is clean, functional and conducive to learning. The sites are maintained and are in good repair and in compliance with E.C. 17002 (d).

## Local Control Accountability Plan - Annual Goals for all Pupils and Each Subgroup of the District

Goal 1- We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility. (State Priority 1, 5, and 6)

□ Actions to achieve goal 1:

- 1.1 Have character building assemblies each trimester, anti-bullying, and motivational rallies. Increased access to support staff for behavioral support and suggestions, intervention programs.
- 1.2 Provide behavior support, social skills development, with students in need by utilizing the BEST team social skill development support with students with IEP's/504/regular ed.
- 1.3 Keep an LVN/health aide. She will assist in keeping students and school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a more regular basis for making sure students are in school.
- 1.4 Well maintained school facility- we will identify projects based on the Facility Inspection Tool (FIT) needs. The State Facility bond passed and we are awaiting the governor's release of funding for our new construction and modernization. This too will determine future facility plans.
- 1.5 Provide behavior support, social skills development, with all students in need by utilizing the BEST team social skill development support with students with regular ed.
- 1.6 Provide behavior support, social skills development, with all students in need by utilizing the BEST team social skill development support with students with regular ed.

Goal 2: All students will improve academically due to having a well-rounded education including all academic areas with parents' support. (State Priority 2, 3, 4, 7, and 8)

□ Actions to achieve goal 2:

- 2.1 We will utilize standards aligned district benchmark assessments through Illuminate two times a year – beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessment using Illuminate gives on-going information to the teacher/student to guide instruction. Anticipate increase in Illuminate software license.
- 2.2 On Point – Mimio lessons are targeted on specific standards being taught, or after a mini assessment is given and reteaching is needed. Mimio Mobile license purchased in 2018-19 is a 3 year license.
- 2.3 Increase student engagement and understanding of key standards by experiencing study trips (video conference or physical trip).
- 2.4 Teachers will use materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning
- 2.5 Instructional aide will oversee after school ELA and Math intervention for students at –risk as determined by CAASPP and fall district benchmark assessments. (with transportation) Continue from 2018-19.

- 2.6 We will implement a summer 4 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning. We will also implement a 3 week summer session. Anticipated increase to certificated salary benefits.
- 2.7 Keep our Media services aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support so that staff and students continue to have access to curriculum and information, assist with testing and give feedback to teachers for progress monitoring of students. Anticipated increase in salary and benefits.
- 2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI (Educational Software for Guiding Instruction), Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading. Including cost of physical library books separated from online books as well as actual cost of computer software and contract services were less than budgeted in 2017/2018.
- 2.9 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Supplemental funding for targeted small group instruction. Continue from 2018-19.
- 2.10 Art/music supplies to support art and music instruction in k-8th grade. We will hire an art/music assistants and purchase materials to support the art medium taught. Anticipated increase in cost of classified salaries and benefits for the art/music program
- 2.11 We will replace devices, update equipment and maintain it, and continue to have weekly tech support. \*we are updating and replacing not purchasing class sets of devices Continue from 18-19
- 2.12 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce parents to ELA/Math online resources to assist with their students utilizing technology.
- 2.13 Professional development is provided to increase student achievement by increasing our instructional expertise in the delivery of ELA/ELD, Math, and Science instruction. The District will continue to provide professional development however it will be funded from different sources than in 2017/2018 as Federal funding is reduced. Title IV will make a contribution to Title II for professional development.
- 2.14 Instructional aides will be used for teaching Orton Gillingham using Title 1 funding Classified salaries and benefits will increase as negotiations are agreed upon. A contribution in the amount of \$6,286 will be made from Title IV to Title I for classified salaries and benefits.
- 2.15 Instructional Supplies for to support homeless students in academic & social emotional needs.
- 2.16 We will have 3 Family Math Festivals that will involve students and their parents.

## **ELEMENT II: Measurable Student Outcomes**

Island’s original charter placed high expectations on individual students and held them fully accountable for meeting those expectations. Assessment of student progress is an essential core element of an instructional program. Assessment should measure both how students are meeting internal standards and their ability to compare favorably with State and/or national norms. The District uses a variety of tools to measure student progress, including formative and summative assessments based on classroom instruction, District benchmark assessments administered each trimester, and Common Core aligned curriculum-based measures in preparation for the yearly California Assessment of Student Performance and Progress. Our Performance Goals are aligned with the Federal and State Performance indicators.

The District continues to be committed to an academic program that promotes a high level of student achievement based upon each student’s needs, through a rigorous curriculum with high expectations and support. In keeping with the educational philosophy, the Charter’s measurable student outcome goals are for all district charter students to become sufficiently proficient in the core content areas of English-language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework, on their way to becoming college and career ready.

### California Assessment of Student Performance and Progress (2019)

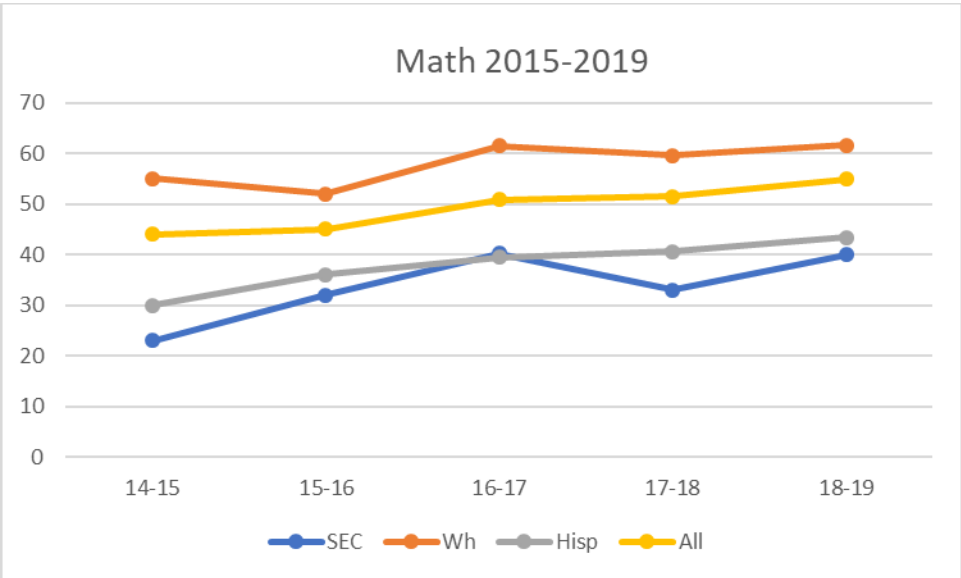
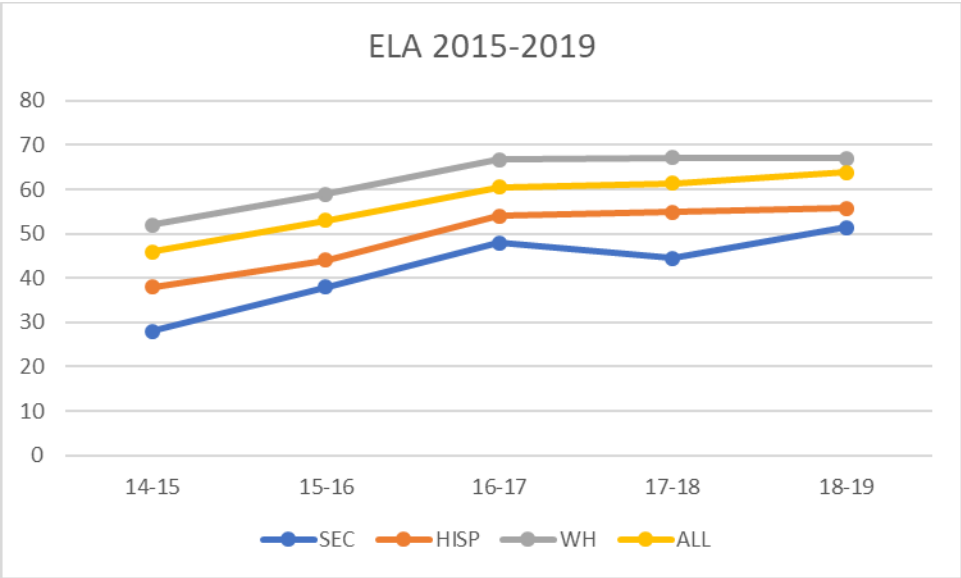
Achievement results on the California Assessment of Student Performance and Progress demonstrate the strong academic program provided through the charter. The charter’s performance exceeds County and State results and demonstrates benefit for all students and significant subgroups. Additionally, Island’s performance on State measures are among the highest in Kings County.

CAASPP results 2018-29 year:

Grade level	ELA			Math		
	Island	State	County	Island	State	county
white	67.08%	32.48 %	30.9%	61.59%	27.97 %	26.26 %
hispanic	55.75%	19.80 %	18.9%	43.36%	14.69 %	15.21 %
Socio. Ec. Dis.	51.43%	18.98 %	44.86%	40%	14.26 %	14.26 %
Total	63.89%	23.70 %	52.83%	54.86%	20.51 %	35.68 %

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School 2019	ELA	MATH	CAST
Island	63.89%	54.86%	41.03%
Pioneer	60.94%	48.01%	35.33%
Kings River Hardwick	72.92%	62.69%	40.81%
Kit Carson	35.82%	21.27%	18.07%
State	23.70%	20.51%	15.64%



Island Union Elementary School Charter District has continued to maintain high levels of performance for all subgroups since the beginning of CAASPP assessment in 2015.



The district has demonstrated an overall improvement trend in the percentage of students meeting and exceeding standards for all subgroups.

California Dashboard

**ELA**

Subgroup	Dist. From Std.	Status	Change/color
All students	28.8 above	maintained	2.2
Hispanic	11.6 above	maintained	0.5
White	37.2 above	maintained	-1.3
Socio-economically dis.	2 below	Increased	7
EL	Not a significant subgroup		

**EL:** reclassified 9.5 above, increased 15.5, English only 34.7 above, maintained  
 The district maintained performance in English Language Arts at a distance of 28.8 points above standard, the district increased in one subgroup and maintained in two subgroups.

**Math**

Subgroup	Dist. From Std.	Status	Change/color
All students	5.7 above	Increased	9.7
Hispanic	15 below	Increased	3.5
White	17.7 above	Increased	10
Socio-economically dis.	28.1 below	maintained	2.8
EL	Not a significant subgroup		

**English Learner Progress:** 57.9% making progress towards English language proficiency, Performance level: High

**EL:** reclassified 37.1 below, declined 15.8 points, English only increased 11.9,  
 The district maintained performance in Math at a distance of 5.7 points above standard, the district increased in two subgroups and maintained in one subgroup.

Els who progressed at least one ELPI level	57.8%
ELS who maintained ELPI 4	0%
ELs who maintained ELPI levels 1, 2L, 3L, 3H	15.7%
Els who decreased at least one ELPI level	26.3%

**Chronic Absenteeism:**

Subgroup	Absenteeism Rate	Status	Change/color
All students	5.8%	Increased	3%
Hispanic	9.9%	Increased	5.5
White	3.4%	Increased	1.4%

Socio-economically dis.	11%	Increased	5%
Students with disabilities	5%	Declined	5.8%

While the chronic absenteeism rate increase and is an area the district is currently working on to make improvements, one subgroup did experience a significant decline in their absenteeism rates; while three experienced an increase.

**Suspension rate:**

Subgroup	Suspension Rate	Status	Change/color
All students	1.3%	Increased	0.6%
Hispanic	1.2%	Increased	1.2%
White	1.1%	Increased	0.3%
Socio-economically dis.	2.7%	Increased	1.6%
Students with disabilities	0%	Declined	5.4%

While the suspension rate increased and is an area the district is currently working on to make improvements, one subgroup did experience a significant decline in their absenteeism rate, 5.4% and is now blue, the highest level; while three experienced an increase.

**California Dashboard Local Indicators – 2019**

Priority	Description	Met/not met
1	Basics: Teachers, Instructional Materials, Facilities	MET
2	Implementation of Academic Standards	MET
3	Parent Engagement	MET
6	School Climate Survey	MET
7	Access to a Broad Course of Study	MET

The Island Union Elementary School District develops plans and actions through the Local Control Accountability Plan to address the identified needs of all students and subgroups. The District analysis of student achievement data is ongoing and the district continually responds to the information to make positive impact on students learning. The District has not been identified for differentiated assistance for all students and any subgroup under California’s school accountability system.

The relative high performance of the Island district is evidence of the effectiveness of the district’s charter. Offering and delivering an exceptional educational program allows students and subgroups to perform at high levels when compared to county local educational agencies. Additionally, a fundamental premise at the inception of California Charter Act governing charter schools was the opportunity charter schools and districts offered parents when making educational decisions for their children. The Island charter affords the attendance opportunity, not only to residents of the district but to families from outside the district’s boundaries, allowing them to access the high quality program offered within Island and, thereby, fulfilling a principle tenet of the California charter law.

### **ELEMENT III: Methods by which student outcomes and progress is measured**

#### **California Assessment of Students Performance and Progress**

The district's plan for achieving targets are defined by California State Department of Education and include:

- A review and analysis at the beginning of the school year of each student's progress as measured by the previous year's California Assessment of Student Performance and Progress (CAASPP) scores at the beginning of each school year; identification of students considered at risk of retention according to district established criteria and development of appropriate interventions/Student Action Plans.
- A school calendar with time allocated for analysis of benchmark and classroom assessment data; monitor student progress, particularly of at risk students; revise instructional strategies/interventions as appropriate.
- A review of common formative assessments to ensure they are correlated with learning expectations and have the depth of knowledge required of Common Core State standards.
- Ongoing professional development in 21<sup>st</sup> century learning and technology for all staff members which is timely and relevant.
- Purchase and continued support of standards based instructional and supplemental materials, as needed.
- Weekly PLC grade level/content area meetings to ensure continued improvement of the instructional program.

#### **Methods of Assessment**

Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods:

1. California State assessments administered pursuant to Education Code Part 33, Chapter 5, Article 4, commencing with Section 60640 as certified by the state board
2. English Language Proficiency Assessment of California (ELPAC) Scores, or any subsequent assessment of English proficiency as certified by the state board.
3. Local assessments and evaluations - schools in the district will conduct local assessments and evaluations that may include:
  - a. Smarter Balanced Interim Assessment Blocks (IAB)
  - b. State adopted textbook curriculum based assessments
  - c. District Benchmark tests in ELA, writing, and Math, K-8;
  - d. Teacher developed common formative and summative assessments
  - e. Daily attendance
  - f. Performance on daily work and homework
4. School Climate Assessments
  - a. California Healthy Kids Survey

- b. Yearly totals of suspensions and expulsions related to Education Code violations reported on the Uniform Management Information System (UMIRS) shall not be greater than three and total more than one incident per 100 students enrolled or a fraction thereof.

### **Use and Reporting of Data**

Student achievement data are collected, analyzed, and reported to school staff and parents through the following measures.

1. Methods of collecting data:
  - a. Aeries data management and Illuminate software to collect data from state assessments, local benchmark assessments, and classroom formative and summative assessments.
  - b. Data reports from the California Assessment of Student Performance and Progress (CAASPP).
  - c. Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance.
2. Forums for analyzing data:
  - a. Teacher analysis of collected student data
  - b. Grade level and school-wide Professional Learning Communities
  - c. Vertical curriculum articulation
  - d. Parent-teacher conferences
  - e. Staff meetings
  - f. Intervention teams
  - g. Student Study Teams
  - h. Administrative leadership meetings
  - i. Parent Advisory Council
  - j. Labor groups (Island Union Teachers Association, CSEA ch. 715)
  - k. Students
  - l. Parent/community input/analysis
  - m. School Board meetings
3. Means of reporting data:
  - a. Student CAASPP Reports
  - b. Parent conferences
  - c. Student information System (Illuminate) portal allowing parental access to student grades and assignments
  - d. Teacher web pages
  - e. Media reporting
  - f. Board meetings
  - g. School Accountability Report Cards

Analysis of student performance data is an ongoing process, done by the Charter staff, and used to improve the total educational program so all students can progress to meet district proficiency outcomes.

#### **ELEMENT IV: Governance Structure**

The District's governing structure is somewhat modified to reflect the philosophy of creating more opportunities for faculty, parents and community to have a greater role in decision making.

#### **The role of the Board of Trustees:**

The Island Board of Trustees, consisting of five (5) members, will continue to be selected in the present manner through the election process, as governed by state and local statute. The District contains five "Trustee Areas." One board member is elected from each of the five areas. The term of office for board members elected in regular elections is 4 years. Board member's terms are staggered so that as nearly as practicable, one-half of the members shall be elected in each odd numbered year. The ultimate authority for the governance of the district will remain with this elected Board of Trustees. Policies will continue to be introduced and enacted at public board meetings as needed for new mandates and programs. The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics such as curriculum and instruction, assessment and accountability, school operations, and budget and finance.

#### **The role of the Superintendent/Principal:**

The Superintendent/Principal has primary responsibility for implementing district vision, policies, and managing the day-to-day operations of the district.

#### **The role of site Administration:**

In addition to the Superintendent/Principal, the day-to-day operation of the school site is also the responsibility of the Learning Coordinator in accordance with the school operational plan. Each administrator is responsible for adherence to all applicable Federal and State laws, policies of the District, and implementation of adopted curriculum and programs. In addition, they are charged with the responsibility of all instructional materials, curriculum implementation, board policies related to curriculum and instruction, categorical programs, coordinating district wide professional development, support for site administrators, a resource for teachers, as well as the oversight of all assessments and special programs in the district.

#### **The Administrative Cabinet**

This cabinet is composed of administrative staff (Superintendent/principal, chief business officer/learning coordinator) under the direction of the Superintendent. The administrative cabinet meets regularly for the purpose of collaborating and working together as a team to ensure a safe, nurturing, and engaging learning environment that positively impacts students, their learning outcomes, opportunities, and experiences, is provided for our children. The focus of the cabinet is to direct District resources to furthering our mission through coordinating services including transportation, child nutrition, health, technology, maintenance, operations, and other departments towards improving student learning and achievement.

### **The Student Council:**

The school maintains a student council composed of students selected by their peers to represent student interests. Representatives of the student council will meet with administrative staff to advise them on matters relating to student affairs and concerns. Additionally, student representatives shall also serve on a variety of committees and councils as appropriate to give input and a student voice to the issues/concerns/topics addressed by the committee and/or council. (Examples include the Wellness Committee).

### **Parent and Community Representation**

The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics, from curriculum and instruction, to assessment and accountability, to school operations, budget and finance. The following forums are regularly provided for parent and community input:

- Meetings of the Governing Board are posted at the district/school site, the district web-site, calendars, marquee, fire department, and local store.
- Additionally, the Governing Board periodically holds special meetings regarding potential changes in number classrooms, dress code, budgetary prioritization, building projects, as well as concerns that occur in the community at large.
- School site advisory councils are composed of parents/community members and staff elected by their peers with the role of each site advisory council to:
  - ✓ Consult with parents and teachers regarding the site's educational program
  - ✓ Consider parent suggestions and concerns
  - ✓ Oversee curriculum services
  - ✓ Participate in developing annual goals

The Charter/School Site Council, which consists of 5 parent and 5 school site representatives also advises the Board of Trustees on categorical funding plans. In addition, as we move forward with the development of our Local Control Accountability Plan (LCAP), parent, faculty, and community input will be gathered through many avenues, including but not limited to our current advisory councils. All advisory councils offer the opportunity for shared governance in that their role is to advise and make recommendations to the Board of Trustees.

### **The Kings County Office of Education**

The Kings County Office of Education is charged with monitoring the Charter Program and evaluating its success and performance. Annual school and district site visits, assessment of charter compliance and review of student achievement data are conducted by the Kings County Office of Education staff and County Superintendent of Schools. Additionally, The Kings County Office of Education monitors the district's fiscal position pursuant to the reports required by Education Code.

**The California Department of Education and the State Board of Education:**

The State Superintendent of Public Instruction and the State Board of Education will be responsible for any revocation.

The District is a Public Local Education Agency, and operated on a non-sectarian basis in its programs, admissions policies, employment practices, all other operations, and shall not charge tuition. It will not discriminate against any person based in whole or in part on 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 Section 422.55 of the California Penal Code. Federal requirements concerning student records will be maintained.

**Consultation with Parents and Teachers:**

Throughout each school year, the district consults with parents and teachers regarding the charter district's educational programs. Information gathered from these consultations are then used to inform the development or revision of the district's Local Control Accountability Plan.

Parents are encouraged to be involved in a variety of ways to ensure engagement and input on programs and services provided by the district to serve diverse population. Parents participate on the School Site Council, may serve on the district Parent Advisory Council, participate in on the English Language Advisory Committee as well as the District English Language Advisory Committee. Additionally, the district conducts an annual survey of parents to gather input on its programs and services for all students and those directed at unduplicated students and significant subgroups. The survey also measures the parents sense of school connectedness and safety.

The district engages teachers through discussions about student learning in School Site Council, staff meetings, and grade level PLC's. Teachers engage in professional discussion with their teams and site administrators about ways to improve upon the existing school and district programs. These discussions occur throughout the year in real-time as programs are being implemented providing timely feedback to make instructional decisions to positively impact student learning. Additionally, each year, teachers review actions within the LCAP and provide input and take annual survey to assess sense of safety and school connectedness.

**ELEMENT V: Human Resources - Qualifications of Individuals Employed**

In order to be creative and flexible in providing an optimal learning environment, the charter has board policies and procedures for all those who work with children. These policies and procedures will be reflected in the charter's hiring practices, evaluation methods, and professional development. In addition, it is expected that all employees of the charter have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership. The district will make all staffing decisions for the charter.

## **Employee Qualifications**

- **Superintendent/Principal**

The superintendent/principal must hold a valid California administrative services credential and a valid California teaching credential. The superintendent/principal is employed by and responsible to the Board of Trustees. The superintendent/principal shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- **Chief Business Officer**

The Chief Business Officer must hold a Bachelor's degree in business administration or related field.

- **Learning Coordinator**

The learning coordinator must hold a valid California administrative services credential and a valid California teaching credential along with the experience and skills required to fulfill the responsibilities of the position. The learning coordinator is employed by the Board of Trustees and is responsible to the superintendent/principal. The learning coordinator shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- **Teachers/ Coordinators**

Classroom teachers and coordinators must hold valid California teaching credential. All teachers and coordinators are fully credentialed for the subject and pupils they teach in accordance with E.C 44258.9. They are employed by the Board of Trustees and are responsible to the superintendent/principal. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1

- Counselors/psychologists: school counselors and psychologists will be fully qualified with the appropriate service credential for their position.
- Nurses: all nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.

- **Classified Personnel**

All classified personnel must meet the qualifications and standards established for employment and are responsible to the superintendent/principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Instructional Aides: all instructional aides will also have met the State and/or Federal prerequisite requirements for paraprofessionals.

The Charter will adhere to existing state law relating to the tenure of certificated staff. The administration will also recognize state laws of permanency for existing classified staff.



During the life of the Charter, the administration will have the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, as allowed by law in non-core areas. Areas in which a non-certificated instructor may be contracted may include but not limited to art and physical education. Instructors shall demonstrate qualifications and knowledge of non-academic areas they are assigned.

The District will have the option of entering into agreements with local colleges and universities in order to become a professional development district. These agreements would allow college students in neighboring areas to do observations or student teaching in the district. This would further allow classes to be offered for student teachers and interested staff in the district. Furthermore, instructors in the district would have access to the supervisors of student teachers and to course work leading to their credentials.

### **Rights of School District Employees**

The district acknowledges that no employee can be forced to work for the charter school district; however, since this is the 20th year of the Island Union Elementary Charter School District, it is also acknowledged that all current employees have agreed to work under the charter. The charter will continue to pertain to all district staff for the duration of the charter's term. The all-district charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Island Union Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Island Union Elementary School District.

The Island Union Elementary Charter School District shall be deemed the exclusive public school employer of the employees of the district for the purposes of the Education Employment Relations Act (E.C. 47605 (b)(6)).

The district recognizes the Island Union Teachers' Association as the collective bargaining agency for all non-management certificated employees. It agrees that any contracts and/or letters of understanding between the district and the association in existence on the effective date of the Charter and subsequent Charter Renewals, and provisions of the State of California Education Code, and Government Code 3540 et Seq. ("The Rodda Act"), pertaining to employee rights will continue to be binding on both parties until ended or modified through future bargaining agreements. The district further recognizes the Classified School Employees Association (CSEA) as the collective bargaining agency for all classified non-confidential employees. The same agreement regarding contracts, memorandums of understandings, and collective bargaining are the same as for the certificated employees. For purposes of conducting

collective bargaining, the charter district and its employee representative units will continue to comply with board policy and applicable state codes.

#### **ELEMENT VI: Health and Safety of Pupils and Staff**

Pursuant to Education Code 44237, the District will adhere to state laws regarding fingerprinting and drug testing of employees. Criminal background checks are required for all employees (credentialed and non-credentialed). All employees will be required to submit a valid negative test for tuberculosis (TB). This will be in compliance with Education Code 49406, with periodic testing after the initial tuberculosis test. The district will adhere to existing board policy pertaining to the safety and health of all employees and students.

The District will maintain policies and procedures conducive to school safety; responses to natural disasters and emergencies; and blood-borne pathogens, as well as appropriate policies related to student behavior and the administration of prescription drugs and other medicines. District nurses are available to meet the health and safety needs of both students and staff.

The District will maintain policies as a drug, alcohol, and tobacco-free workplace. All information related to the aforementioned policies will be included in parent/student or employee handbooks and will be reviewed on an ongoing basis, as determined by the district and/or the Board of Trustees policies.

The District has a district-wide safety plan entitled, Island School Safety Plan which is updated annually and is available for staff and parents to review as needed.

The facilities will receive an annual inspection by the county fire marshal and a property and liability loss control specialist to assure compliance with established health and safety standards (including Federal ADA). The food services facility will be inspected by the county health department.

The District will meet all federal, state, and local requirements for water, friable asbestos, and other toxic materials.

The District will maintain liability and excess liability, as provided by the Organization of Self-Insured Schools, JPA, and Schools Excess Liability. Workers compensation will be provided pursuant to provision of the California Labor Code.

The District will adhere to all existing state and federal public school laws and regulations regarding seismic safety; building codes and zoning restrictions; provisions for Americans with Disabilities (ADA); provisions of instructional materials/textbooks; implementation of federal environmental laws and identification of facilities that are or are not Field Act compliant.

## **ELEMENT VII: Racial and Ethnic Balance**

The Charter will retain the existing TK-8 grade level configuration of the District to ensure racial and ethnic balance that is reflective of the general population residing within the historical area of the District.

Element VIII describes the admission practices and policies that have been put into place to ensure a diverse applicant pool and subsequent enrollment.

Element III also describes supplemental language instruction provided for students with limited English proficiency. The availability of programs that facilitate a high quality education for all students, including those with diverse language needs, promotes racial and ethnic balance.

## **ELEMENT VIII: Admission Requirements**

Admission to the Charter is open to all schools of the district per board policy for inter-district enrollment as adopted by the Board of Trustees. If the number of students who wish to attend a school within the district exceeds the school's capacity, enrollment, except for existing pupils within the physical boundaries of the district, is determined by a public random lottery. Priority admission preference shall be given to pupils who reside within the district boundaries. The Charter will then follow the board adopted Administrative Regulation AR 5116 Attachment A. Admission preference will be given to those students showing proof of residency within the historical attendance area of the District. The district shall not charge tuition.

The requirements for admissions shall be:

1. Student meets state minimum age requirements for admission to transitional kindergarten;
2. Student has satisfied all state and locally required immunizations; and
3. Parent and student agree to adhere to the elements of and sign the Island Union Elementary School School/Parent/Student and sign a compact. Attachment B
4. Student is not under an expulsion order from his/her former school and/or district for violations pertaining to health and safety codes.

Out-of-district attendance requests shall be subject to review by the superintendent/designee regarding expulsion/suspension and a recommendation taken to the Board of Trustees at a regularly scheduled board meeting.

## **Admission Preference for Non-Resident Students**

The Board of Trustees has established the following AR 5116 Charter Enrollment Capacity Regulation as a priority for admission to the district (pending space, behavior and attendance meet the district charter guidelines).

## **Priority Classifications**

### ***Charter Enrollment Capacity Regulation***

For purposes of pupil attendance, the Island Union Elementary Charter School shall offer to enroll prospective students consistent with Education Code section 47605 and Board Policy 5116 by always giving preference for enrollment purposes to students currently attending the Charter School and to students who reside within the traditional boundaries of the District.

Whenever, in the District Superintendent's discretion, the number of pupils who wish to attend charter school exceeds the school's capacity for any grade level from kindergarten through eighth, the Superintendent will implement the District policy for determining enrollment with respect to any student who is not currently attending the Charter School or residing within the traditional boundaries of the District as follows:

1. If the superintendent determines that there is additional pupil space, he or she will post and publish a schedule for conducting a lottery at least 30 days before the end of the current academic year.
2. Within the lottery, preference shall be given in the following order:
  - Children of current employees of the District
  - Grandchildren of the current employees of the district and grandchildren of board members who have served a minimum of three full terms as a board member.
  - Siblings of students currently attending the Charter School
  - New charter students
  - New TK charter students
3. The District will notify successful lottery participants within 30 days of the date the lottery is conducted.

## **Non-Discrimination**

The Island Union Elementary School District is nonsectarian in its programs, admission policies, employment practices, and all other operations. The district shall not discriminate against any person on the basis of disability, gender, nationality race or ethnicity, religion, sexual orientation or any actual or perceived characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code in any program or activity.

## **Transportation**

Island Union Elementary Charter School District provides home-to-school transportation under the Island Transportation Policy for those students who reside within the district's geographic boundaries. This transportation policy of the district is

reviewed periodically for revision as new housing occurs in the district and student numbers change. The district transportation system functions under the guidelines of the California Department of Education's Office of School Transportation. Students who reside outside the physical boundaries of the district are responsible for transportation to and from school.

## **ELEMENT IX: Financial Audit, Fiscal Reporting and Accountability**

### **Audits**

The Charter will adhere to the Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principles, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15<sup>th</sup>.
- Copies of the audit are to be given to the district business manager and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with state and local agencies as required by law.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

### **Budget**

The District's superintendent/principal and chief business officer develop a balanced operating budget to be approved by the Board of Trustees as a part of the annual budgetary process. The district is funded under the Local Control Funding Formula (LCFF). The district's independent auditor annually conducts audits of the fiscal operation. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable office management and budget circulars. The district will comply with Kings County Office of

Education audit and accountability practices, though it will retain its rights under the parameters of charter school law. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be referred to the dispute resolution process contained in step XIV.

### **Financial Reporting**

The accounting of the district's budgets, revenues, and expenditures are conducted in accordance to the district's Board of Trustees' Policies and Administrative Regulations. The district contracts an independent auditing firm to conduct the annual audit of fiscal and programmatic operations and report finding to the Board of Trustees. The district complies with state financial reporting regulations by submitting the 1<sup>st</sup> and 2<sup>nd</sup> interim report, unaudited actuals, end of year projection, and budget report in a format prescribed by the State Superintendent of Public Education. These reports are submitted to CDE through the county office of education which monitors the fiscal health of the district in accordance with applicable provisions of state law, generally referred to as Assembly Bill 1200 (Chapter 1213, Statutes of 1991).

### **Insurance**

The District purchases general liability insurance, workers' compensation insurance, and other necessary coverage through carriers approved by the District's Board of Trustees.

### **Administrative Services**

The District is governed by the district's Board of Trustees. The superintendent and chief business officer are responsible for managing the district under policies and regulations adopted by the board of trustees. Services that are administered include but are not limited to: financial, management, personnel services, payroll, maintenance/operations, transportation, food services, special education, and curriculum and instruction.

### **Facilities**

Island Union Elementary School District consists of 1 school site including our District Office:

Island Union Elementary School (CDS 16-63933-6010466)  
7799 21<sup>st</sup> Avenue, Lemoore, CA 93245  
(559) 924-6424

As the community of Lemoore continues to grow, the enrollment of the school district will grow also. This charter petition will allow the district to expand its facilities through land purchases and/or building projects to meet the expansion needs, both present and future, of the Island Union Elementary School District.

**ELEMENT X: Suspension, Expulsion, and/or Leaving the Charter District**

The District will maintain student discipline policies. These policies will be printed and distributed as part of the Parent/Student Handbook and will describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student will be required to verify, by signature, that they have reviewed and understand the policies.

Policies and lists of offenses by which a student must or maybe suspended or expelled will be reviewed annually by the superintendent or designee and revised accordingly to conform to any changes in Education Code pertaining to suspension, expulsion and due process. Revisions will be reviewed and approved by the Island Union Elementary School District Board of Trustees.

Island Union Elementary School District list of offenses, aligned with applicable Education Code, for which a student may or must be suspended and/or recommended for expulsion provides for adequate safety of students, staff and visitors to the school/s. Additionally, they serve the best interest of the students by promoting a safe learning environment.

Students may be suspended and/or expelled for violations of the California Education Code Section 48900 et seq., 48915 et seq. and other provisions of state and federal statutes regarding student safety issues. The District believes the proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents/guardians.

A student may be suspended from school and/or recommended for expulsion if the Superintendent or principal determines that the students committed any of the following acts:

1. (a) Caused, attempted to cause, or threatened to cause physical injury to another person. (b) Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, negotiated to sell drug paraphernalia, as defined in Section 11014. of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Except as provided in Section 48910, a pupil in kindergarten and any of grades 1 to 3, inclusive, shall not be suspended for any acts enumerated in E.C 48900 (k). Acts enumerated in this section shall not constitute grounds for expulsion of students in grades 1-12.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
19. Engaged in an act of bullying as defined by E.C 48900 (r) (1)(2)
20. 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.
21. The pupil has committed sexual harassment as defined in Section 212.5



22. The principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
23. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
24. The pupil has made terroristic threats against school officials or school property, or both.

The principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
  - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The Principal or Superintendent shall recommend expulsion for the following offenses:

- (1) Possessing, selling, or otherwise furnishing a firearm.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined or committing a sexual battery
- (5) Possession of an explosive

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A pupil, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

**Due process shall include the following:**

- A. 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 his or her side of the story.
- B. For suspensions of 10 days or more and all other expulsions for disciplinary reasons:
  - a) A written notice of the charges against the pupil and an explanation of the pupil's basic rights shall be provided in a timely manner.
  - b) A hearing adjudicated by a neutral officer shall be provided 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.
  - c) All students recommended for expulsion shall will be afforded due process as outlined in Education Code Section 48918 et seq.

A student may be dis-enrolled and/or have their inter-district enrollment revoked and/or terminated through non-compliance with the terms of their Inter-district enrollment agreement including: being habitually truant or tardy, chronic absenteeism, suspension from school totaling more than three days or two separate occasions (BP/AR 5117)

No less than five days before action for involuntary removal, the parent, guardian, or educational rights holder in cases of homeless or foster youth, of the student shall receive written notice in their native language of the intent to involuntarily remove the student from the charter school/district. The notice shall inform them of their rights to initiate a hearing adjudicated by a neutral officer at which the student has the opportunity to present testimony, evidence, and witnesses and confront and cross examine adverse witnesses. The pupil has the right to bring legal counsel or an advocate to the hearing. The decision of the Island Union Charter School District Governing Board is final and not subject to appeal to Kings County Office of Education.

Should a student be expelled or leave the charter school prior to completing the school year, the District will notify the Superintendent of school district of the pupil's last known address within 30 days, and shall, upon request, provide a copy of the student's cumulative record, transcripts and health information. (This paragraph applies only to pupils subject to compulsory full-time education pursuant to E.C 48200).

In cases of truancy and poor attendance, or chronic absenteeism the site administration will review the students' attendance records and circumstances causing poor attendance. Recommendations may include additional contracts, modifications, and/or interventions, in addition to alternative placements in neighboring districts and/or programs. The district also will consult with the Student Attendance Review Board (SARB) who will review the students' attendance records and circumstances causing poor attendance. The SARB will be composed of district personnel and administration, outside agencies, and may include law enforcement and the District Attorney's office.

(This paragraph applies only to pupil's subject to compulsory full-time education pursuant to E.C 48200). The decision of the board of trustees is final and not subject to appeal to Kings County Office of Education.

Policies and regulations will conform to applicable federal and state laws regarding due process for students with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines, the student will be disciplined according to these guidelines, ensuring that the behavior is not a manifestation of their disability. Additionally, when appropriate, students with disabilities who are suspended or expelled, will continue to receive education services as provided in 34 CFR 300.101 (a) (free appropriate public education (FAPE) requirements, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

#### **ELEMENT XI: Compensation and Benefits/Retirement System**

All new and existing employees will participate in STRS, PERS, and/or Federal Social Security, as appropriate. The Personnel Director will be responsible for ensuring that the each employee is enrolled in the appropriate retirement system such as California State Teachers' Retirement System (CALSTRS), California Public Employees Retirement System (CALPERS), or federal social security, as required by EC Section 47605(b)(5) (K). The district makes all employer contributions as required by STRS, PERS, and Federal Social Security. The district also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer. Tenure and accrued seniority and leaves enumerated in current employee handbooks and collective bargaining agreements shall also remain in effect.

#### **ELEMENT XII: Public School Attendance Alternatives**

No student residing within the historical attendance area of the District shall be required to attend schools of Island Union Elementary School District Charter. The District shall offer the following attendance alternative to pupils who choose not to participate or who chose not to adhere to the school/parent/student compact contained in attachment C & D of this petition.

The District will assist with an inter-district transfer for pupils pursuant to Education Code Section 46600 through agreements entered into between the District and Central Union School District and Lemoore Union School District unqualifiedly agree to accept the District's students who are in compliance with the receiving district's inter-district transfer requirements. The option need only be for enrollment in any non-charter public school, not necessarily a specific non-charter public school that the parents may request, pursuant to Education Code Section 46600.

The above option shall be applied to those students who fail to meet the terms of the signed compact and through due process have been dismissed from the Charter. In the case of a pupil's dismissal for failure to meet the terms of the compact, the Charter shall continue to enroll the pupil until enrollment in an alternative educational program has been secured. The Charter accepts its responsibility to provide a public education to all students residing within its historical attendance area.

### **ELEMENT XIII: Rights of School District Employees**

The District acknowledges that no employee can be forced to work for the charter school district; however, since this is the twentieth year of the Island Union Elementary School District Charter, it is also acknowledged that all current employees have agreed to work under the charter. The Charter will continue to pertain to all district staff for the duration of the Charter's term. The all-district Charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Island Union Elementary School District Charter. If the Charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Island Union Elementary School District.

The Collective Bargaining agreement between the Island Union Teachers Association (IUTA) and the California State Employees Association (CSEA) chapter 715 agreement and the Island Union Elementary School District will be honored. All sick/vacation leave will carry over to and from the charter school. The administration will also recognize state laws of permanency for classified staff.

### **Employee Dispute Resolution:**

In the event of a dispute between the District and any employee, the following internal dispute resolution process shall be implemented:

- Should a dispute arise at the staff level, the principal or designee will meet with the staff member in an informal setting to discuss and resolve the dispute. The informal meeting shall take place within ten working days from the day the staff member registers the complaint.
- If the two parties are unable to resolve the dispute, the aggrieved party will put his/her complaint in writing and submit it to the Superintendent who serves as the Complaint Officer for the District. The Superintendent will then follow the board policy and any applicable Collective Bargaining Agreement provisions for complaint/dispute resolution in accordance with the policy procedures and timelines.

#### **ELEMENT XIV: Dispute Resolution**

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

- (A) The District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.
- (B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.
- (C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.
- (D) The costs of the dispute resolution process, if needed, will be by the district.

The District agrees to work to accomplish all tasks necessary to fully implement this charter. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, the Charter will revert back to Island Union Elementary School District. Additionally, the District foresees no civil liability effects upon the District or its authorizer, the California State Board of Education, as a result of its charter status.

The Board of Trustees of Island Union Elementary School District agrees to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.

#### **ELEMENT XV: Closure Protocol**

The District has been a public school since 1907. If the charter becomes inoperative, the district reverts to non-charter status. Should that be necessary, the following procedures will be conducted:

1. The District Superintendent will be responsible to conduct activities to disband the charter.
2. The Superintendent will recommend disbanding the charter to the authorizing entity, the District Board of Trustees.
3. Following Board approval to disband, the Superintendent will notify the parents (guardians) of pupils attending at the time the school district disbands its charter. Students who live outside of the district boundaries who are in attendance at the time of the charter being withdrawn will be welcome to stay in the district through their eighth grade year. The students' districts of residence will also be notified as well as the Kings County Office of Education, the Kings County SELPA, the State Teachers Retirement System, the Public Employees Retirement System, the Social Security Office and the California Department of Education with the following information:
  - a. The effective date of closure/disbanding
  - b. The Superintendent's name and contact information
  - c. The pupils' school districts of residence
  - d. The manner in which parent (guardians) may obtain copies of pupil records should they choose to leave Island School
  - e. All relevant pupil records, including assessment results, special education records, health records, etc. will be forwarded to the student's new school upon request
4. A list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.  
Student records will continue to be maintained on site as usual.

Updated for renewal: 5/27/20

Revised and approved by the Island Union Elementary School Board May 27, 2020

## **Attachment A**

### **Island Union ESD Administrative Regulation Interdistrict Attendance**

**AR 5117  
Students**

#### Interdistrict Attendance Permits

In accordance with an agreement between the Board of Trustees and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

The Superintendent/Principal or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 - Bullying)

2. To meet the child care needs of the student. Such a student may be allowed to continue to attend the district school only as long as he/she continues to use a child care provider within district boundaries.

3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.

5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.

6. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.

7. To allow a high school senior to attend the same school he/she attended as a junior, even

if his/her family moved out of the district during the junior year.

8. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.

9. When the student will be living out of the district for one year or less.

10. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

11. When there is valid interest in a particular educational program not offered in the district of residence.

12. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent/Principal or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Within 30 days of a request for an interdistrict permit, the Superintendent/Principal or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Pending a decision by the two districts or an appeal by the County Board, the Superintendent/Principal or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Once a student is admitted to the district school on the basis of an interdistrict attendance permit,



he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. (Education Code 46600)

#### Charter Enrollment Capacity Regulation

For purposes of pupil attendance, the Island Union Elementary Charter School shall offer to enroll prospective students consistent with Education Code section 47605 and Board Policy 5116 by always giving preference for enrollment purposes to students currently attending the Charter School and to students who reside within the traditional boundaries of the District.

Whenever, in the district Superintendent/Principal's discretion, the number of pupils who wish to attend charter school exceeds the school's capacity for any grade level from transitional kindergarten through eighth, the Superintendent/Principal will implement the District policy for limiting enrollment

1. If the Superintendent/Principal determines that there is additional pupil space, he or she will post and publish a schedule for conducting a lottery at least 30 days before the end of the current academic year.
2. Within the lottery, preference shall be given in the following order:
  - a. Children of current employees of the District
  - b. Grandchildren of the current employees of the district and grandchildren of Board members who have served a minimum of three full terms as a board member.
  - c. Siblings of currently attending students of the District
  - d. New charter students
  - e. New TK charter student
3. The District will notify successful lottery participants within 30 days of the date the lottery is conducted.

Regulation ISLAND UNION ELEMENTARY SCHOOL DISTRICT  
approved: July 30, 2013 Lemoore, California  
revised: February 20, 2019

**ISLAND UNION SCHOOL /PARENT/STUDENT COMPACT**

**Island Union Elementary School District**

The Island Union Elementary School District, the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) and student agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means in which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**School Responsibilities**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. Ensure a clean, safe, effective, and supportive learning environment.
  - b. Fully implement state standards in all content areas.
  - c. Provide current, state adopted instructional materials for all students in all core content areas.
  - d. Ensure highly qualified, compliant teachers and instructional assistants at all grade levels.
  - e. Provide on-going staff development in the areas of instructional strategies.
  - f. Hold parent-teacher conferences after the first trimester during which this compact will be discussed as it relates to the individual child's achievement.
2. Provide parents with frequent reports on their child's/children's progress through:
  - a. Progress Reports will be available (online via Illuminate or printed) or sent home mid-trimester. (parents have continuous access online)
  - b. Report Cards will be sent home at the end of each trimester.
  - c. Parent Conferences are held at the end of the first trimester. Notes will be sent home with each family's specific date and time.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment when established by the parent and teacher.
4. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. Specifically, parents are encouraged to observe or volunteer in their child's class, attend school functions, participate in Parent-Teacher Conferences, and act as a chaperone or volunteer for school sponsored trips or events.

**Parent Responsibilities**

1. We, as parents, will support our child/children by doing the following:
  - a. Ensure that my child attends school regularly.
  - b. Ensure that my child's homework is completed regularly.
  - c. Consider limiting the amount of screen time (ipad, computer, video games...) my child watches.
  - d. Consider volunteering in my child's classroom or participating in a school club (SSC,ELAC, Boosters)
  - e. Participate, as appropriate, in decisions relating to my child's education.
  - f. Promote positive use of my child's extracurricular time.
  - g. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
  - h. Serve, to the extent possible, on policy advisory groups, such as being the School Site Council (SSC) parent representative on the school's School Improvement Team, Migrant Committee, District English Advisory Committee (DELAC), the District-Wide Policy Advisory Council, the School Support Team, or other school advisory or policy groups.

**Student Responsibilities**

1. I, as a student at Island School, will share the responsibility to improve my academic achievement and achieve the state's

high standards. Specifically, I will do the following:

- a. Assume responsibility for my own learning.
- b. Attend school each day with the proper attitude, effort, and behavior to maximize learning.
- c. Monitor my screen time I use. (playing or watching using an ipad, computer, video games, movies...)
- d. Do my homework every day and ask for help when I need it.
- e. Read at least 30 minutes every day outside of school time.
- f. Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

WE THE UNDERSIGNED PLAEDGE TO FOLLOW THIS COMPACT AGREEMENT:

Parent signature: \_\_\_\_\_ Student signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ 14

Superintendent Name: \_\_\_\_\_ signature: \_\_\_\_\_ Date: \_\_\_\_\_