



**Imagine Schools, Riverside County
Charter Renewal Petition (REDLINED)**

~~**For the term July 1, 2021 to June 30, 2026**~~

~~**Submitted: September 2, 2020**~~

For the term July 1, 2027 to June 30, 2032

Submitted: September 1, 2026

The following conventions are used for the redlined version of the charter renewal petition:

- Black = retained/moved language
- Red = substantive new/revised language
- ~~Strikethrough~~ = substantively modified or deleted

Note that:

- Formatting-only, past grammatical or spacing errors, and/or minor stylistic changes are not redlined.
- If a section/Element is more than 75% changed, the entire section/Element was redlined and replaced to support readability and flow even if there was *some* retained content.
- Not all *formatting* features are identical to the original or current petition (but content is identical).

Affirmations and Declaration

Imagine Schools, Riverside County (“ISRC,” “Imagine Schools” or the “Charter School”), authorized by the Riverside County Board of Education (“RCBOE” or the “County Board”) with oversight by the Riverside County Office of Education (“RCOE”) (collectively, the “County”), and to be located at several sites throughout Riverside County, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

Governance and Transparency

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (“Brown Act”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000 et seq. (“CPRA”).
- The Charter School shall comply with Government Code Section 10907 et seq., as set forth in Education Code Section ~~47064.1~~ 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (“PRA”).
- The Charter School shall establish and maintain Uniform Complaint Procedures as required by applicable law. [Ref. 5 CCR Sections 4600–4670]
- The Charter School shall comply with all applicable oversight, reporting, transparency, and accountability requirements established by applicable state and federal law, including the Education Code. The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605.6(m)]

Student Admissions and Rights

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or

association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

Educational Program

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]
- The Charter School shall on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)(2)]

Students and Student Services

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall adhere to all applicable provisions of federal law related to students with disabilities, including, but not limited to, the ~~Individuals with Disabilities in Education Improvement Act of 2004~~ Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in

the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

Personnel

- The Charter School declares that it shall be deemed the exclusive public-school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. ~~Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.~~ [Ref. Education Code ~~§47605.6(l) and 47605.4(a)~~ **Section 47605.6(l)(1)**]

Operations

- The Charter School shall comply with any applicable jurisdictional limitations regarding the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

Submitted By:



Jennifer Huff

Regional Director, Imagine Schools Riverside County

INTRODUCTION

Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents to develop their own schools of choice for the betterment of their children. Each charter school shares in the universal goals for educational reform but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the Legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this law accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools (Education Code Section 47601).

Accomplishments from the Past Charter Term: 2016-2021

The community of ISRC is composed of bright and eager to learn students, engaged, supportive families, and dedicated and passionate staff. Since we opened the doors in 2013 in Coachella, the surrounding neighborhoods rallied around our mission to provide a dual immersion program, and they have remained consistent in their enthusiasm. ISRC has grown tremendously at the Coachella Campus and opened a second campus in Hemet, California.

Assemblyman Eduardo Garcia and County Supervisor Manuel Perez recognized ISRC for the school's outreach to parents and families within the community.

During a recent meeting, several families cited the fact that the City of Coachella is 98% Hispanic, and they are thankful for the opportunity to choose a school that supports and compliments their culture, heritage and language.

At Imagine Schools, Riverside County there is a learning environment where speaking in either English or Spanish is respected. Speaking in both languages is valued. Developing a high level of literacy, speaking, reading, writing in English and in Spanish is recognized as an advantageous element for academic achievement, an essential skill set for the understanding of cultural diversity and a pathway to increased employment opportunities. Beyond school, the real world awaits each student and economic opportunities for most jobs in the Coachella Valley and Hemet area are based on speaking, reading and writing both English and Spanish.

ISRC has grown consistently over the past few years. During the 2019-20, school year we added seventh grade and enrollment hit 720 students at the Coachella campus. The Hemet campus opened its doors in the fall of 2019 with a student population of 146 students in TK-1st grades. Both campuses have reached their projected enrollment numbers and have an overall 95% reenrollment rate. The attendance rates at the Coachella campus have reached 95%, which is higher than the attendance rates in most schools in the surrounding areas.

The achievements, successes or accomplishments we gain in our school are the part of best school life years. Those achievements in kinder, elementary or middle school life may include personal academic achievements and sports or extracurricular achievements.

The successes at ISRC evolve around a positive school culture and nurturing learning environment. ISRC has built partnerships with the chamber of commerce in Hemet and Coachella. The students participate in community events and parades, such as Dia de Los Muertos and Cinco de Mayo events and several other community celebrations. ISRC students in middle school organized a club for helping others in the community.

At Imagine Schools, we believe there is no limit to what a student can achieve in life when a great foundational education is forged and a strong character is cultivated. ISRC values and recognizes students on a monthly basis for using the pillars of character in their everyday school activities. Other recognitions for students include student of the month, top reader and perfect attendance.

ISRC is dedicated to maintaining the highest standards of education. ISRC has designed rigorous academic goals for students in both reading and math. ISRC has implemented scoreboards and support students in setting individual goals to improve their reading and math results on school assessments. ISRC has achieved more than one year growth scores for every student on a consistent basis.

ISRC not only values and recognizes student accomplishments. ISRC believe teacher recognition is important both for staff morale and for instructional growth. Teachers and staff receive board and staff recognition on a monthly basis for their hard work and implementation of school initiatives. Teachers and staff with perfect attendance at the end of the year receive recognition as well. By seeking out opportunities for acknowledgement, as well as resources to help support instructional collaboration and growth, excitement happens and teaching and learning improves. ISRC held its' first annual track meet in February 2020 to qualify students for the district meet held in March. Students that participate in this meet have the opportunity to the California Southern meet in June. Unfortunately, the winners were unable to move on to the next stage due to COVID-19, but the event was well attended by many parents and staff at the school site. Imagine Schools, Riverside County is composed of teachers and staff that work together to create a well-rounded school environment. The staff at Imagine is very dedicated and passionate in making the learning environment a positive experience for all students. During the COVID-19 pandemic, teachers, staff and administration worked diligently to develop a structured distance learning program. In addition, the school principal held weekly zoom meeting in the morning and evening to communicate with parents and involve them in the decision making process. ISRCs' priority has been to provide emotional support to all families and create a positive learning experience for all students.

~~ISRC has received several recognitions throughout the past years. Most recently, ISRC received regional recognition for economic sustainability, parent choice and academic growth. In addition, ISRC received a national award for most improved overall. The awards earned were based on academic assessment results and parent, student and teacher surveys.~~

Revised Introduction – Added in Full

Introduction

Highlights from the 2020-21 through 2024-25 period

Imagine Schools are schools on the rise. The last 5 years have been years of tremendous growth for our campuses in Coachella and Hemet. Imagine Schools has integrated itself in the community as a trusted educational partner and families are choosing the schools in record numbers. Imagine Schools continues to make significant progress in delivering on the academic promise we make to the families served. Imagine Schools is incredibly proud to continue to serve the students in both Coachella and Hemet.

Student achievement is Imagine Schools' number one priority and Imagine Schools' students have made significant academic gains over the last 5 years, working hard to eliminate COVID learning losses. Our California Assessment of Student Performance and Progress ("CAASPP") English Language Arts ("ELA") proficiency/advanced rates have increased over 20 percentage points since our charter's inception and over 10 percentage points in the last three years alone. These ELA gains hold true as well for our largest subgroups, Hispanic students and students from socioeconomically disadvantaged backgrounds. Imagine Schools' students saw similar growth in CAASPP math proficiency/advanced rates. Students grew over 12 percentage points in the last 5 years, with every subgroup seeing gains over this period as well (see detailed academic data in the Charter Renewal Criteria section).

We attribute our student achievement gains to four factors:

1. *Adoption of new curriculum* (see more about our curricula in the "Educational Program" section of Element 1). Over the last 3-4 years, Imagine Schools adopted new research-based curricula for all subject areas and grades, ensuring robust, consistent, standards-aligned instruction occurs in every classroom, every day, for every student. All curricula are approved by the State Board of Education and/or aligned to the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as the "State Standards") and relevant state frameworks. Ensuring that only high-quality instructional materials are used in our classrooms has contributed significantly to academic achievement.
2. *Enhanced teacher supports* (see more about our professional learning in the "Professional Learning" section of Element 1). Imagine Schools has expanded the professional development opportunities offered to staff including professional associations and memberships, professional learning communities ("PLC"), structured in-house professional learning, and individual coaching. Over the last several years Imagine Schools has hired multiple dedicated instructional coaches at each site to provide robust, individualized teacher support. This collection of

enhanced teacher supports has ensured effective implementation of the new curricula and instructional best practices, both directly supporting increased student achievement.

3. *Data-driven culture.* Over the last three years, Imagine Schools has deepened its focus on using data to drive instruction (see more about our use of assessments and data in Element 2 and 3). We hired a Manager of Data and Instruction to support data driven practices across both our campuses. In addition, using data, Imagine Schools has developed and implemented specific academic strategies, allowing the Charter School to provide additional targeted supports to students to ensure increased academic achievement.
4. *Stronger recruitment and selection practices.* Imagine Schools has made significant progress in reducing credentialing mis-assignments and hiring more teachers with a Preliminary or Clear credential, helping to ensure that all students are taught by an effective teacher with a focus on increasing student academic achievement. The table below outlines Imagine Schools’ growth in both of these areas.

Year	% of Teachers with a Preliminary/Clear Credential	% of Teachers Requiring a Waiver/Certificate/Permit
2022-23	42.20%	43.80%
2023-24	46.00%	31.70%
2024-25	74.30%	5.70%
2025-26	86.50%	8.10%
2026-27	90.40% <i>(of note, the remaining 10% of teachers are Interns, on a credential pathway)</i>	0.00%

Imagine Schools has positioned itself as a school of choice for families. Families choose Imagine Schools because of the strong culture it has built, and consistently report feeling welcomed, informed, and connected to their child’s educational experience.

Given this reputation in the community, Imagine Schools’ enrollment has grown significantly over the last 5 years with both schools now enrolling over 800 students; Hemet has an enrollment of 816 and Coachella has an enrollment of 879 (1,700 students across both campuses) from transitional kindergarten (“TK”)-8th grade. Both schools are now at their full capacity for grade levels as the Hemet campus is adding its first 8th grade class in the 2026-27 school year. Both campuses also have waiting

lists. In addition, re-enrollment rates at each campus are incredibly high – with Coachella having a re-enrollment rate of 99% and Hemet, 91%. We attribute our gains in enrollment to 4 factors:

- *Implementation of a robust dual language program* (see more about our dual language program in Element 1). At its core, families choose Imagine Schools because of the celebration of multilingualism (specifically the Spanish language) and Hispanic culture. Students learn Spanish and English through a robust, research-based Dual Language Immersion program using the 90/10 model, supporting the development of biliteracy. Hispanic culture is celebrated throughout the year through countless within and out-of-school experiences.
- *Integrated focus on character development* (see more about our character education in Element 1). Our framework supports the creation of caring, ethical learning communities where character and academics grow hand in hand. Two recent examples of this work in action include:
 - Our recent recognition by Character.org for implementation of a “2026 Promising Practice”. Our focus on character in addition to academics helps foster responsibility, citizenship, student leadership, and positive school culture.
 - Our partnership with FIND Food Bank provides students with an opportunity to apply our character education work within the community. With this partnership, students work together to assemble food packages to feed over 1,000 families. Our partnership has marked the first time a middle school was invited to volunteer at FIND Food.
- *Out-of-school opportunities*, including an after-school program and youth development partnerships. For example:
 - Imagine Schools offers the largest program in Riverside County, providing both before-school and after-school care to support students and families. Across both sites, approximately 850 students are enrolled, with the Coachella site currently maintaining a waiting list. The program offers a wide variety of enrichment opportunities including guitar, Folklórico, cheer, football, volleyball, basketball, soccer, yearbook, drumline, flags, dance, esports, and more. In the 2025-26 school year, the Hemet Cheer squad was named State Champions and the Coachella Cheer squad received 5th place and students also participated in the Sharp competition.
 - Our partnerships with the Bianca Rae Foundation and the Boys & Girls Clubs of Coachella Valley have provided students with access to a variety of opportunities. For example, students participate in the Rae of Hope Retreat that gives them access to leadership workshops. Our partnership with The Boys & Girls Clubs of Coachella Valley has connected students with quality youth development programs free of charge.
- *Our focus on the whole child.* In a 2026 student survey, 91% of students agreed or strongly agreed that their teachers make an effort to get to know them and that they have at least one teacher or adult at school they can talk to about anything. These results suggest that students

experience school as a place where adults know them, support them, and care about their broader success. For example:

- This past year Imagine Schools was officially recognized as a Blue Zones Project Approved School – the first school in the City of Coachella to earn Blue Zones Project Approval. This approval demonstrated our commitment to creating a culture where students are valued by, among other things, fostering a positive school culture that supports purpose, belonging, and well-being.

Imagine Schools has continued areas of focus based on the last 5 years. While Imagine Schools has made significant investments, additional efforts are needed to achieve the desired levels of performance in two specific areas:

- *More effectively serving our students with special needs.* Despite growth in some areas, students with special needs continue to lag behind their grade level peers academically. For example, in ELA, while the SWD population has increased its proficiency/advanced rates by over 2% in the last 3 years, they are still more than 6% lower than their pre-COVID rates. Over the last 3 years, SWD have had a varied story when looking at the Distance from Standard (“DFS”) with an increase, then decrease, in the measure. When examining math proficiency, SWDs have seen stronger academic gains, increasing almost 6% over the last 5 years, however their overall DFS has increased slightly over the last 3 years.

To support students with disabilities (“SWD”) Imagine Schools has implemented a number of strategies designed to support increased student achievement:

- Improved our hiring of Special Education teachers with appropriate credentialing (see our LCAP goal in Elements 2 and 3).
 - Added a dedicated Manager of Special Education supporting both instructional and compliance needs.
 - Hired in-house speech and OT therapists, improving the quality of services.
 - Provided more targeted professional development on serving students with disabilities to both the special education team members as well as general education teachers.
 - Became more active participants in the El Dorado County Charter Special Education Local Plan Area (“SELPA”), ensuring Imagine Schools has access to even more robust special education related professional learning opportunities.
 - Strengthened inclusion efforts both academically and with Spanish language.
 - Significantly improved our compliance systems and tracking; this past year there was only one untimely individualized education program (“IEP”) meeting (out of about 160) and expect to transition out of Differentiated Assistance this next year.
 - Developed new coordination and communication systems to improve continuity of support for students.
- *Improving student attendance.* Imagine Schools understands that students can’t learn if they aren’t in school. In 2023, the Chronic Absenteeism Dashboard color was Red; Imagine Schools

has made notable progress to shift our color to Yellow (same as the State). However, there is more work to do and Imagine Schools has set ambitious goals around increasing ADA as well as decreasing the percentage of students who are chronically absent. By the end of the 2026–27 school year, Imagine Schools will have reduced chronic absenteeism to below 12% and increased our overall Average Daily Attendance (“ADA”) to at least 95%, with a long-term target of 96%.

- Over the last several years Imagine Schools has implemented tailored interventions and support systems that specifically address the unique needs of different students. For example, some students may have needs related to family resources whereas other students may have needs related to motivation or engagement. Imagine Schools has also recently begun implementing an attendance recovery program, allowing students to “make-up” instructional time in robust and structured ways, ultimately supporting their academic achievement.

Imagine Schools is pleased to present additional evidence in this Charter Petition to demonstrate the Charter School’s ongoing commitment to serving the students in Riverside County.

COUNTYWIDE BENEFIT

Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. [Education Code Section 47605.6(a)(1)]

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. [Education Code Section 47605.6(b)]

~~As per Education Code Section 47607(b), there is no continuing requirement for a countywide benefit charter school to justify its countywide benefit following the establishment of the countywide benefit charter school's initial charter. Similarly, there is no legal requirement for an authorizer to re-make a finding that the authorizer is "satisfied ... that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605." (Education Code Section 47605.6(b).)~~

~~This is because, in accordance with Education Code Section 47607(b), all charters, regardless of type, must meet the standards and criteria of Education Code Section 47605 on renewal.~~

~~Education Code Section 47605 does not contain the countywide benefit requirements of Education Code Section 47605.6. Nevertheless, ISRC has included in this renewal charter the countywide benefit justification which was initially approved by the Riverside County Board of Education; it has been minimally revised solely for the sake of clarity. It is as follows:~~

~~The countywide status of Imagine Schools, Riverside County benefits its pupil population and provides instructional services that the Riverside County Office of Education does not generally provide. Further, a charter that operates in only one school district in the County could not serve the needs of Imagine Schools, Riverside County students as well as Imagine Schools, Riverside County's countywide charter for the reasons listed below:~~

~~ISRC would risk the integrity of its program by seeking individual charters approved by several school districts. During the charter approval process, each unique authorizer can, and often does, negotiate specific changes or revisions to the charter document. Further, most authorizers require agreement to a Memorandum of Understanding ("MOU") or similar, after charter approval. Both of these occurrences can alter the nature of the educational program and operations of a charter school. In ISRC's case, this could mean a degradation of the successful program it has been operating, or a dilution of the unique program. The Charter School would risk its "special sauce." As such, ISRC cannot serve students through charters approved by school districts as well as it can through a countywide benefit charter. In Fall 2019, ISRC opened a second campus under the countywide benefit target in Hemet.~~

~~The Charter School serves a cross-section of the entire County and does not concentrate its~~

~~enrollment in any one school district. A charter school approved by a school district must give a~~

~~preference for enrollment to the students residing in that school district (Education Code Section 47605(e)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(d)(2)(B)) This will allow students from several school districts to benefit from the unique Imagine Schools, Riverside County programs. Centralizing oversight of the Charter School at the County Office streamlines operations for the County Office of Education and for the California Department of Education. For example, instead of the County receiving and reviewing separate audits and fragmented attendance reports regarding Imagine Schools, Riverside County from multiple school districts, the County receives and reviews one comprehensive filing of each Imagine Schools, Riverside County record. Centralized oversight by the County ensures the highest level of accountability for all of the Charter School's sites and provides the school districts of the County with confidence in the operations of the Charter School within their boundaries. County oversight also ensures that charter approval does not impair relationships between the local school districts. One of the legislative intents in the Charter Schools Act is to "provide vigorous competition within the public school system to stimulate continual improvements in all public schools." While an important goal, this system asks a charter school to apply to its competitor for approval. Unfortunately, the result often is poor relations between charter schools and their granting agencies, or worse, a limited pool of school districts that are willing to approve charter schools. As evidenced by the volume of charter petition appeals to RCBE, potential charter schools across Riverside County have had very little success securing approval at the local school district level. This makes it all but certain that ISRC could not serve students as well through a series of local charters, because it likely cannot secure a series of local charters; that is, it would not be able to serve students at all. By the statements above, the Petitioners have provided reasonable justification as to why a petition to a school district pursuant to Education Code Section 47605 could not establish this charter as effectively.~~

Imagine Schools, Riverside County was approved as a countywide charter school after the Riverside County Board of Education made the findings required by Education Code Section 47605.6, including that the Charter School would provide a countywide benefit and that approval of the charter was consistent with sound educational practice and supported by reasonable justification for countywide authorization.

Those findings were made when the Charter School's initial charter was approved. Education Code Section 47607, which governs charter renewals, does not require a countywide charter school to re-establish those findings as part of the renewal process.

Accordingly, this petition addresses the renewal criteria set forth in Education Code Sections 47607 and 47607.2, while continuing to describe the Charter School's educational program and its service to students throughout Riverside County.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Criteria Pursuant to:

Education Code Section 47607.2(b) (middle tier)

~~Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data. In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. Imagine Schools, Riverside County fits into the middle tier, and is eligible for charter renewal, as demonstrated below.~~

Education Code Section 47607.2(b) states:

~~(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].~~

~~(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.~~

~~“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).~~

~~The following tables display the Charter School’s schoolwide and subgroup Dashboard state indicators and, for comparison purposes, the County’s and the State’s, for the 2017-18 and 2018-19 school years.~~

Indicator	2018 ISRC	2018 County	2018 State	2019 ISRC	2019 County	2019 State
CAASPP ELA	Yellow	Red	Orange	Yellow	Red	Green
CAASPP Math	Orange	Red	Yellow	Yellow	Red	Orange
English Learner Progress	26.7% Well Developed	5.9% Well Developed	30.6% Well Developed	Medium (47.7% making progress towards English)	Low (36.7% making progress towards English)	Medium (48.3% making progress towards English)

				language = proficiency	proficiency)	language = proficiency)
Chronic Absenteeism	Orange	Red	Yellow	Yellow	Orange	Orange
Suspension Rate	Blue	Red	Yellow	Yellow	Blue	Yellow

~~Measurement of Academic Performance – CAASPP English~~

Subgroup^a	2018 State	2018 ISRC	Comparison =	2019 State	2019 ISRC	Comparison #
Overall	Orange =	Yellow =	Higher	Green	Yellow =	Lower
English Learners				Yellow =	Yellow =	Same
Hispanic or Latino				Yellow =	Yellow =	Same
Socioeconomically Disadvantaged				Yellow =	Yellow =	Same

~~Measurement of Academic Performance – CAASPP Math~~

Subgroup	2018 State	2018 ISRC	Comparison	2019 State	2019 ISRC	Comparison
Overall	Orange	Orange	Same	Orange	Yellow	Higher
Foster Youth	Red					
Students with Disabilities	Red					

~~Measurement of Academic Performance – ELPAC~~

Subgroup	2018 State	2018 ISRC	Comparison		2019 State	2019 ISRC	Comparison
Overall	30.6% Well Developed	26.7% Well Developed	Lower		Medium (48.3% making progress towards English language proficiency)	Medium (47.7% making progress towards English language proficiency)	Same

⁴~~For purposes of Education Code Sections 47607 and 47607.2, “subgroup” means numerically significant subgroup as defined in Education Code Section 52052(a)(1). (Ed. Code 47607(c)(4).)~~

~~ISRC 2019 Dashboard Local Indicators~~

Local Indicator	Result
Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

~~As demonstrated above, ISRC performed above County average on all state indicators in both 2018 and 2019, except for suspension rate in 2019. In 2018, ISRC performed above State average on CAASPP ELA and suspension rate. In 2019, ISRC performed above State average on CAASPP Math and chronic absenteeism. The Charter School performed comparably to the State average on its English Learner Progress in both 2018 and 2019.~~

~~(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:~~

~~(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.~~

~~(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.~~

~~(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...~~

~~“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1)).~~
~~In accordance with the requirement of Education Code Section 47607.2(b)(3)(A), ISRC has included the following data analysis, which reviews two specific aspects of Imagine Schools, Riverside County: Student Academic Outcomes for CAASPP and School Dashboard Distance from Standard both for ISRC and comparison data for local district schools. We believe this data makes a strong case for the renewal of ISRC and demonstrates measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. The CAASPP and Dashboard data presented below is for students enrolled in ISRC’s Coachella campus, as ISRC’s Hemet campus has not had any students take the CAASPP. The first year of combined CAASPP data for the two ISRC schools will be Spring 2021, assuming that state testing will be implemented in the 2020-21 school year.~~

~~Student Academic Outcomes for CAASPP and Dashboard Distance from Standard In the analysis that follows, we include both CAASPP and California School Dashboard data because these two sets of data reflect two important aspects of student learning: proficiency and growth. The CAASPP data shows the percentage of students who are at or above proficiency and School Dashboard Distance from Standard data shows how much growth students are making toward proficiency through both a status and growth lens. This is an important distinction to make because many students who come to ISRC are already below grade level. These students may make significant gains in a year to catch up, but might still be scoring below proficiency. Distance from Standard data captures their growth and shows how ISRC is helping this group of students catch up from previous learning deficits. Both are important metrics to consider for our school and students.~~

~~CAASPP Outcomes~~

~~Although the CAASPP was first administered in Spring 2015, ISRC Coachella has no data from that year because the Charter School was only serving students in grades K-2. As such, Spring 2016 is the first year ISRC has student CAASPP data. However, the only grade that participated in CAASPP testing that year was third grade. In 2017, ISRC’s CAASPP scores are for 3rd and 4th grade students, in 2018 are for 3rd, 4th and 5th grade students and in 2019 include grades 3rd-6th.~~

~~Given ISRC’s growth and addition of new grade levels each year and the impact that has on CAASPP scores, the data below presents both overall performance for all students and significant subgroups and looks at growth over time by grade level.~~

~~CAASPP Outcomes for All Students and Significant Subgroups~~

~~Overall, ISRC has increased the percentage of students meeting or exceeding proficiency levels on ELA over the past three years for all students and two of the three significant subgroups.~~

~~ISRC Percentage of Students Met/Exceeded, ELA, 2016-2019~~

ELA	2015-16 (3rd)	2016-17 (3rd-4th)	2017-18 (3rd-5th)	2018-19 (3rd-6th)	1-yr. change (2017-18 to 2018-19)	4-yr. change (2015-16 to 2018-19)
All Students	15%	24.51%	25.28%	34.25%	+8.97	+19.25

Econ- Disadvantaged	10%	21.34%	23.49%	30%	+6.51	+20
English Learner	15%	24.39%	9.61%	17.24%	+7.63	+2.24
Hispanic or Latino	13%	24.24%	24.28%	33.34%	+9.06	+20.34

~~The percent of ISRC students meeting or exceeding standards in ELA grew for all students, economically disadvantaged students, English Learners, and Latino students from 2018 to 2019 and over the last four years. We see the most significant growth over the four year period for low income and Latino students.~~

~~In math, we also see increases for all students, low income students and Latino students over the four-year period, as shown in the table below. All groups made gains from 2018 to 2019 in the percentage of ISRC students meeting or exceeding standards in math. English Learners made significant gains from 2018 (9%) to 2019 (16%). This still remains a focus for the organization, as described later on in the petition.~~

~~ISRC Percentage of Students Met/Exceeded, Math, 2016-2019~~

Math	2015-16 (3rd)	2016-17 (3rd-4th)	2017-18 (3rd-5th)	2018-19 (3rd-6th)	1-yr. change (2017-18 to 2018- 19)	4-yr. change (2015-16 to 2018- 19)
All Students	27%	23.53%	21.35%	29.8%	+8.45	+2.8
Econ- Disadvantaged	26%	20.22%	18.12%	27.86%	+9.74	+1.86
English Learner	27%	20.73%	8.65%	16.24%	+7.59	+10.76
Hispanic or Latino	26%	23.23%	20.8%	29.2%	+8.4	+3.2

~~GAASPP Outcomes by Grade Level~~

~~Disaggregating the data by grade level shows us if more students in that grade each year are meeting proficiency standards. The data for ELA shows that is true for third, fourth and fifth grade students overall, significant increases in the percentage of students meeting or exceeding standards in ELA from 2016 to 2019, as shown below.~~

ELA All Students	2015-16	2016-17	2017-18	2018-19	Change
-----------------------------	--------------------	--------------------	--------------------	--------------------	-------------------

3rd Grade	15%	22.41%	25.36%	29.17%	+14.17
4th Grade		27.27%	28.07%	40.54%	+13.27
5th Grade			22%	32.79%	+10.79
6th Grade				34.04%	N/A

~~The same pattern holds true for economically disadvantaged students and Latino students, as shown in the two tables below.~~

ELA Econ= Disadvantaged	2015-16	2016-17	2017-18	2018-19	Change
3rd Grade	10%	19.23%	22.81%	26.78%	+16.78
4th Grade		24.33%	27.45%	36.21%	+11.88
5th Grade			19.51%	26.93%	+7.42
6th Grade				29.41%	N/A

ELA Hispanic or Latino	2015-16	2016-17	2017-18	2018-19	Change
3rd Grade	13%	22.41%	23.53%	29.17%	+16.17
4th Grade		26.83%	28.07%	38.03%	+11.2
5th Grade			20.83%	32.79%	+11.96
6th Grade				33.34%	N/A

~~We see similar patterns of increased percentage of students meeting or exceeding standards in math by grade for all students, economically disadvantaged students, English Learners and Latino students, as shown below.~~

Math All Students	2015-16	2016-17	2017-18	2018-19	Change
3rd Grade	27%	24.14%	28.17%	44.44%	+17.44
4th Grade		22.73%	15.79%	29.33%	+6.6
5th Grade			18%	18.03%	+0.03
6th Grade				23.41%	N/A

Math Econ= Disadvantaged	2015-16	2016-17	2017-18	2018-19	Change
---	--------------------	--------------------	--------------------	--------------------	-------------------

3rd Grade	26%	21.16%	24.56%	46.43%	+20.43
4th Grade		18.92%	13.72%	23.73%	+4.81
5th Grade			14.64%	19.23%	+4.59
6th Grade				17.64%	N/A

Math—English Learners	2015-16	2016-17	2017-18	2018-19	Change
3rd Grade	27%	20.41%	13.51%	37.93%	+10.93
4th Grade		21.21%	9.52%	14.28%	-6.93
5th Grade			0%	8.33%	+8.33
6th Grade				0%	N/A

Math—Hispanic or Latino	2015-16	2016-17	2017-18	2018-19	Change
3rd Grade	26%	24.14%	27.94%	44.44%	+18.44
4th Grade		21.95%	15.79%	27.78%	+5.83
5th Grade			16.67%	18.03%	+1.36
6th Grade				22.22%	N/A

~~While there is an overall decrease across in the disaggregated grade-level data in ELA for English Learners in 3rd and 4th grades, there is a positive 1-year growth between 2017-18 and 2018-19 in ELA for English Learners in 3rd, 4th and 5th grades, as reflected in the table below.~~

ELA—English Learners	2015-16	2016-17	2017-18	2018-19	Total Change	1-yr. Change (2017-18 to 2018-19)
3rd Grade	15%	20.41%	8.11%	13.79%	+1.21	+5.68
4th Grade		30.3%	14.28%	20.59%	+9.71	+6.31
5th Grade			4.0%	16.67%	+12.67	+12.67
6th Grade				17.65%	N/A	N/A

~~It is helpful to look at ISRC's student outcomes compared to other elementary schools in Coachella Valley Unified School District ("CVUSD" or the "District"). The table below shows the percent of students meeting or exceeding standards in ELA for the 2018-19 CAASPP for all students and each of the three significant subgroups. As the table below demonstrates, ISRC has the highest percentage of English Learners meeting or exceeding standards at 17.24%. The school ranks in the top third of elementary schools schoolwide and for English Learners and in the middle third for economically disadvantaged students and Latino students.~~

ELA 2018-19	ALL	Econ. Disadv.	EL	Hispanic or Latino
ISRC	34.25%	30%	17.24%	33.34%
Saul Martinez	33.56%	33.27%	16.05%	33.62%
Mountain Vista	34.08%	30.53%	16.33%	33.68%
Valley View	32.55%	30.88%	16.5%	32.27%
Coral Mountain	40.98%	39.39%	14.57%	40.86%
Valle Del Sol	37.81%	36.32%	15.35%	37.36%
Peter Pendleton	37.9%	36.86%	14.03%	37.59%
Cesar Chavez	27.92%	27.03%	12.12%	27.78%
Mecca	30.95%	30.37%	11.49%	31.17%
John Kelley	31.37%	29.96%	8.77%	31.35%
Westside	30.41%	28.23%	8.34%	30.19%
Sea View	20.69%	20.24%	8.33%	20.49%
Las Palmitas	21.85%	20.4%	4.81%	22.19%
Oasis	20.37%	20.11%	3.57%	20.21%
Palm View	22.83%	22.64%	1.84%	23.16%

Top 1/3	Middle 1/3	Bottom 1/3
--------------------	-----------------------	-----------------------

~~Based on a comparison of the table above (ELA 2018-19) and the table below (ELA 2017-18), ISRC demonstrates increases in the total percentage of students meeting or exceeding standards in ELA for all students and all subgroups. ISRC is also performing better relative to the CVUSD elementary schools—moving up from the middle third for all students and English Learners in 2017-18 to the top third in 2018-19, and from the bottom third for Hispanic or Latino students to the middle third. While economically disadvantaged students remain in the middle third both in 2017-18 and 2018-19, there is a 6.51% increase in the percentage of students meeting or exceeding standards in that subgroup.~~

ELA 2017-18	ALL	Econ. Disadv.	EL	Hispanic or Latino
------------------------	----------------	--------------------------	---------------	-------------------------------

~~Coral Mountain 44.36% 40.95% 20.31% 44.15% Mountain Vista 37.41% 32.66% 22.28% 36.87% Valle Del Sol 36.48% 35.6% 17.44% 36.48% Valley View 32.44% 30.51% 15.39% 32.26% Saul Martinez 31.8% 31.6% 11.47% 31.84% Westside 30.25% 29.02% 10.66% 30.79% Mecca 29.15% 27.73% 7.34% 29.21% Peter Pendleton 28.12% 27.52% 7.64% 27.83% Cesar Chavez 25.81% 24.59% 14.28% 26.1%~~

ISRC	25.28%	23.49%	9.61%	24.28%
-----------------	-------------------	-------------------	------------------	-------------------

John Kelley	23.65%	23.22%	11.59%	23.64%
Las Palmitas	24%	22.68%	5.95%	24.29%
Sea View	17.53%	17.06%	6.71%	18.44%
Oasis	18.25%	18.47%	3.56%	18.05%
Palm View	17.18%	16.73%	4.22%	17.19%

Top 1/3	Middle 1/3	Bottom 1/3
--------------------	-----------------------	-----------------------

~~When we conduct a similar comparison for math, ISRC performs in the top third of all elementary schools for all students and all subgroups in 2018-19, as shown below.~~

Math 2018-19	ALL	Econ. Disadv.	EL	Hispanic or Latino
Coral Mountain	34.63%	31.6%	15.79%	34.49%
Valle Del Sol	32.82%	31.38%	16.88%	32.28%
Saul Martinez	30.11%	29.67%	18.8%	30.15%
ISRC	29.8%	27.86%	16.24%	29.2%
Peter Pendleton	28.47%	26.72%	8.62%	28.07%
Valley View	26.44%	24.29%	15.94%	26.45%
John Kelley	26.27%	25.32%	7.83%	26.19%
Mecca	24.71%	23.43%	12.34%	24.65%
Oasis	25%	25.07%	10.61%	24.94%
Westside	22.71%	20.16%	10.83%	22.65%
Mountain Vista	20.68%	18.74%	8.11%	20.49%
Cesar Chavez	19.47%	18.13%	9.09%	19.58%
Palm View	16.13%	15.68%	3.6%	16.36%
Las Palmitas	15.18%	14.33%	6.84%	15.71%
Sea View	9.46%	9.52%	4.73%	9.91%

~~Again, this is a marked improvement in absolute growth as well as compared to CVUSD elementary schools. In 2017-18, ISRC performed in the middle third across all students and all subgroups in math, but as shown in the above table has improved to perform in the top third across all students and all subgroups.~~

Math 2017-18	ALL	Econ. Disadv.	EL	Hispanic or Latino
-------------------------	----------------	--------------------------	---------------	-------------------------------

Coral Mountain	38.47%	35.48%	19.69%	38.42%
Saul Martinez	32.52%	31.84%	15.92%	32.23%
Valle Del Sol	24.89%	24.38%	17.31%	24.89%
Mecca	23.89%	22.36%	11.96%	23.94%
Mountain Vista	21.95%	18.18%	13.59%	22.31%
Cesar Chavez	21.31%	19.91%	14.06%	21.34%
Valley View	21.01%	19.36%	10.61%	21.06%
ISRC	21.35%	18.12%	8.65%	20.8%
Oasis	19.15%	19.37%	8.71%	19.19%
Las Palmitas	18.79%	17.62%	8.78%	19.05%
Peter Pendleton	18.85%	17.79%	7.58%	18.44%
Westside	18.31%	17.83%	7.14%	18.71%
John Kelley	18.35%	17.67%	11.04%	18.25%
Palm View	12.67%	12.5%	2.8%	12.59%
Sea View	9.95%	9.76%	6.01%	10.49%

Top 1/3	Middle 1/3	Bottom 1/3
--------------------	-----------------------	-----------------------

~~California School Dashboard Distance from Standard Outcomes~~

~~In February 2017, the State Board of Education adopted a new academic indicator for assessing overall performance on the CAASPP that utilizes students' scale scores. This methodology, Distance from Standard ("DFS"), measures how far, on average, students are from the lowest possible score for Standard Met. The difference between a student's earned scale score and the minimum Standard Met scale score produces a positive, negative or neutral result. The results show either the needed improvement to bring the average score to Standard Met (Academic Indicator is a negative number) or the extent to which the average score exceeds Standard Met (Academic Indicator is a positive number). Both the 2018 and 2019 California School Dashboard reports show a DFS Status and Change metric. The chart below shows ISRC's DFS status metric from 2017 through 2019. Over the past three years, students have consistently increased their performance on the Distance from Standard metric in ELA from -51.6 to -31.1 in ELA. This represents 20.5 points of growth over the three year period.~~

~~DFS Status, 2017-19~~

~~2017-2018-2019 0.0~~

~~-10.0~~

~~-20.0 -30.0 -40.0 -50.0 -60.0~~

~~-51.6~~

~~-31.1~~

~~-41.4~~

~~51.1~~
~~42.5~~
~~35.6~~
~~ELA~~
~~Math~~

~~In math, ISRC's status score has increased from 41.4 in 2017 to 35.6 in 2019, 5.8 points of growth. In addition, to showing increases for all students in ELA and math, ISRC students also show growth when the data is disaggregated by subgroup. For ELA, all three subgroups, English Learners, socioeconomically disadvantaged students, and Latino students, showed gains from 2017 to 2019, as show in the graph below.~~

~~ELA DFS Status by Subgroup, 2017-19~~

~~2017 2018 2019~~

~~0.0~~
~~10.0~~

~~20.0 30.0 40.0 50.0 60.0~~

~~53.2~~
~~36.0~~
~~56.7~~
~~39.8~~
~~51.9~~
~~48.1~~
~~47.3~~
~~33.5~~
~~44.1~~

~~EL~~
~~SED~~
~~Latino~~

~~All three subgroups achieved over 15 points of growth over the three-year term. Latino students show the most gains, with 18.4 points of growth on ELA from 2017 to 2019. For math, all three subgroups show smaller gains over the three-year period, with socioeconomically disadvantaged students showing the most gains with 5.7 points of growth.~~

~~0.0~~
~~10.0 20.0 30.0 40.0 50.0~~
~~40.3~~

~~Math DFS Status by Subgroup, 2017-19 2017 2018 2019~~

~~36.9~~
~~39.9~~

~~40.9 40.7 46.4~~

~~EL~~

~~SED~~

~~Latino~~

~~60.0~~

~~54.8~~

~~57.0~~

~~52.3~~

~~When we look at one-year gains from 2018 to 2019, all three subgroups achieved over 15 points of growth, with low income students showing the largest gains (16.3 points), followed by Latino students (15.4 points) and English Learners (14.9 points). We attribute these gains to the intensive math supports we put in place over the past two years.~~

~~The tables below show ISRC outcomes for Distance from Standard for ELA and math compared to all elementary schools within CVUSD for 2018 and 2019. As the table below shows, ISRC has the second highest DFS score for ELA in 2019 for all students, English Learners and Latino students, compared to all other elementary schools in CVUSD. ISRC ranks third highest for low income students with only Coral Mountain (-32.4) and Valle Del Sol (-36.1) outperforming ISRC (-39.8).~~

2019 ELA	All	Econ Disadv	EL	Hispanic or Latino
Coral Mountain	-28.2	-32.4	-35.0	-28.5
ISRC	-31.1	-39.8	-36.0	-33.5
Valle Del Sol	-33.4	-36.1	-40.3	-34.7
Mountain Vista	-38.1	-43.2	-47.8	-38.4
Peter Pendleton	-39.7	-42.3	-45.9	-39.9
Valley View	-42.8	-46.7	-48.0	-43.0
John Kelley	-44.0	-45.7	-55.6	-44.2
Saul Martinez	-44.4	-46.0	-49.9	-44.2
Mecca	-48.2	-49.3	-53.4	-48.0
Cesar Chavez	-54.4	-57.9	-51.0	-54.6

Westside	58.6	61.0	63.0	58.3
---------------------	-----------------	-----------------	-----------------	-----------------

~~Las Palmitas 69.0 71.6 71.1 67.7~~

Oasis	76.0	76.4	81.9	75.7
Sea View	77.5	79.0	84.0	76.3
Palm View	87.2	83.1	91.9	82.1

~~This is an improvement over 2018, where ISRC ranked fourth among all elementary schools in ELA for all students and low-income students and fifth for English Learners and Latino students, as shown below.~~

ELA 2018	All	Econ- Disadv	EL	Hispanic or Latino
Coral Mountain	17.9	24.4	23.0	18.2
Mountain Vista	27.2	37.0	34.7	27.6
Valle Del Sol	35.8	38.1	41.9	36.8
ISRC	42.5	47.3	48.1	44.1
Valley View	43.3	47.7	46.3	43.3
Mecca	46.3	49.1	49.4	46.0
Saul Martinez	47.1	49.1	51.4	47.1
Cesar Chavez	53.5	57.8	53.1	53.5
Peter Pendleton	53.9	56.8	58.5	54.9
Westside	54.4	56.4	57.1	53.4
John Kelley	56.2	58.0	61.4	55.8
Las Palmitas	69.9	73.4	71.1	69.0
Oasis	78.9	78.7	79.5	79.3
Sea View	82.0	84.0	81.8	79.5

Palm View	82.1	83.3	82.7	81.3
----------------------	-----------------	-----------------	-----------------	-----------------

The same pattern holds true for math. In 2019, ISRC ranks second when compared to the other CVUSD elementary students for all students and all subgroups (low income, English Learner and Latino students).

2019 Math	All	Econ Disadv	EL	Hispanic or Latino
Coral Mountain	32.1	38.4	35.4	32.4
ISRC	35.6	40.7	39.9	36.9
Valley View	49.6	53.9	52.3	50.0
Saul Martinez	50.1	51.3	53.5	49.9
Peter Pendleton	50.9	53.1	54.6	51.3
Valle Del Sol	52.9	55.9	57.2	54.4

~~John Kelley 58.3 59.5 68.0 58.0~~

Mecca	63.1	65.1	64.9	62.9
Mountain Vista	65.4	70.2	74.9	65.6
Oasis	66.2	66.0	71.2	66.2
Cesar Chavez	72.3	75.8	64.7	72.5
Westside	78.1	80.5	87.0	78.0
Las Palmitas	80.8	82.8	79.7	77.9
Palm View	94.8	95.6	99.9	94.0
Sea View	108.2	109.0	111.7	107.6

Again, this is an improvement from 2018 where ISRC ranked third for all students and all subgroups in math.

Math 2018	All	Econ Disadv	EL	Hispanic or Latino
----------------------	----------------	------------------------	---------------	-------------------------------

Coral Mountain	30.2	37.1	32.4	30.5
Saul Martinez	49.2	50.8	50.7	49.3
ISRC	51.1	57.0	54.8	52.3
Valle Del Sol	55.8	57.7	59.6	56.6
Mecca	63.2	66.2	64.8	62.8
Mountain Vista	63.2	73.4	65.7	62.7
Valley View	66.6	69.7	67.8	66.6
Cesar Chavez	69.6	73.4	66.9	66.9
Oasis	73.9	73.3	73.7	74.1
John Kelley	76.6	77.8	81.4	76.1
Peter Pendleton	78.2	80.9	78.6	79.4
Westside	83.1	83.8	86.9	81.6
Las Palmitas	85.5	87.9	85.3	83.6
Palm View	102.2	103.1	103.0	102.1
Sea View	106.5	108.1	106.7	104.4

~~As the data above demonstrates, ISRC outperforms nearly every single CVUSD elementary school in both ELA and math for all students and all subgroups over the past two years. In addition to providing a status score, the California School Dashboard also assigns a color for ELA and math based on the status and change scores. The tables below show ISRC's color ratings for ELA and math compared to all the other elementary schools within CVUSD for 2019 and 2018.~~

ELA 2019	All	Econ. Disadv.	EL	Hispanic or Latino
Cesar Chavez	Orange	Orange	Orange	Orange
Coral Mountain	Orange	Orange	Orange	Orange
ISRC	Yellow	Yellow	Yellow	Yellow

John Kelley	Yellow	Yellow	Yellow	Yellow
Las Palmitas	Orange	Red	Red	Orange
Mecca	Orange	Orange	Orange	Orange
Mountain Vista	Orange	Orange	Orange	Orange
Oasis	Red	Red	Red	Orange
Palm View	Red	Red	Red	Red
Peter Pendleton	Yellow	Yellow	Yellow	Yellow
Saul Martinez	Orange	Yellow	Orange	Orange
Sea View	Orange	Orange	Red	Orange
Valle Del Sol	Orange	Orange	Orange	Orange
Valley View	Orange	Orange	Orange	Orange
Westside	Orange	Orange	Orange	Orange

~~As the table above demonstrates, only ISRC, John Kelley and Peter Pendleton are performing in the yellow band for ELA. This is remarkably different from 2018, when almost all schools were performing in the yellow band, as shown below.~~

ELA 2018	ALL	Econ. Disadv.	EL	Hispanic or Latino
Cesar Chavez	Yellow	Yellow	Yellow	Yellow
Coral Mountain	Yellow	Yellow	Yellow	Yellow
ISRC	Yellow	Yellow	Yellow	Yellow
John Kelley	Yellow	Yellow	Yellow	Yellow
Las Palmitas	Yellow	Orange	Orange	Yellow
Mecca	Yellow	Yellow	Yellow	Yellow
Mountain Vista	Yellow	Yellow	Yellow	Yellow
Oasis	Orange	Orange	Orange	Orange
Palm View	Red	Red	Yellow	Yellow
Peter Pendleton	Yellow	Yellow	Yellow	Yellow
Saul Martinez	Yellow	Yellow	Yellow	Yellow
Sea View	Orange	Orange	Orange	Orange
Valle Del Sol	Yellow	Yellow	Yellow	Yellow
Valley View	Yellow	Yellow	Yellow	Yellow
Westside	Yellow	Yellow	Yellow	Yellow

~~The color band results for math in 2019 are more mixed, with several schools performing in orange and one in red (Sea View) and ISRC in yellow for all students and all subgroups.~~

Math 2019	ALL	Econ. Disadv.	EL	Hispanic or Latino
Cesar Chavez Coral Mountain	Orange Orange	Orange Orange	Orange Orange	Orange Orange
ISRC	Yellow	Yellow	Yellow	Yellow
John Kelley	Yellow	Yellow	Yellow	Yellow
Las Palmitas	Yellow	Yellow	Yellow	Yellow
Mecca	Orange	Orange	Orange	Orange
Mountain Vista	Orange	Yellow	Orange	Orange
Oasis	Yellow	Yellow	Orange	Yellow
Palm View	Yellow	Orange	Orange	Yellow
Peter Pendleton	Yellow	Yellow	Yellow	Yellow
Saul Martinez	Orange	Orange	Orange	Orange
Sea View	Red	Red	Red	Red
Valle Del Sol	Orange	Orange	Orange	Orange
Valley View	Yellow	Yellow	Yellow	Yellow
Westside	Yellow	Yellow	Orange	Yellow

~~This is an improvement for ISRC over math performance in 2018, where all students and all subgroups were in the orange band, as shown below.~~

Math 2018	ALL	Econ. Disadv.	EL	Hispanic or Latino
----------------------	----------------	--------------------------	---------------	-----------------------------------

Cesar Chavez	Yellow	Yellow	Yellow	Yellow
Coral Mountain	Yellow	Yellow	Yellow	Yellow
ISRC	Orange	Orange	Orange	Orange
John Kelley	Yellow	Yellow	Yellow	Yellow
Las Palmitas	Yellow	Yellow	Yellow	Yellow
Mecca	Yellow	Yellow	Yellow	Yellow
Mountain Vista	Yellow	Orange	Orange	Orange
Oasis	Yellow	Yellow	Yellow	Yellow
Palm View	Red	Red	Red	Red
Peter Pendleton	Orange	Orange	Orange	Orange
Saul Martinez	Yellow	Yellow	Yellow	Yellow
Sea View	Orange	Orange	Orange	Orange
Valle Del Sol	Yellow	Yellow	Yellow	Yellow
Valley View	Yellow	Yellow	Yellow	Yellow
Westside	Orange	Orange	Yellow	Orange

~~These tables show that ISRC is performing as well as or better than all of the elementary schools in the District in ELA and math.~~

~~Outcomes for English Learners~~

~~ISRC has a specific focus on serving English Learners and providing supplemental programs and services to meet the following goals: increase the rate of reclassification, make annual growth on ELPAC, and meet state standards on CAASPP. In addition, we use resources to increase parent engagement at the school site and educate parents on the language programs utilized at the school and train them on activities they could do at home to enrich their child's English language acquisition.~~

~~The table below shows ISRC's reclassification data for the past two years.~~

Year	Number of ELs meeting locally adopted Reclassification Criteria	% ELs meeting locally adopted Reclassification Criteria	Number of ELs Reclassified
2019-20	16	.04%	16
2018-19	76	25%	76

~~The table below shows the number and percentage of ISRC reclassified English Learners who are meeting state standards on the CAASPP.~~

Year	Number of RFPs meeting state academic standards	% RFPs meeting state academic standards
2019-20	66	86%
2018-19	21	72%

~~Verified Data—STAR~~

~~In addition to our publicly available data, ISRC implements the STAR assessments in reading and math. We report this data below for all students as well as the following subgroups: students with disabilities, economically disadvantaged, and limited English proficient students.~~

~~STAR assessment results are expressed as both a scaled score and percentile rank. Both of these score types are used throughout the setup of an intervention and goal.~~

- ~~• Scaled score (SS) is calculated based on the difficulty of questions in a student's test and the number of correct responses. STAR scaled scores range from 0 to 1400 for STAR Reading and STAR Math and 300 to 900 for STAR Early Literacy and can be used to compare student performance over time and across grade levels.~~

- ~~• Percentile rank (PR) ranges from 1 to 99. Percentile rank indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.~~

~~Additionally, STAR assessments utilize Student Growth Percentiles (SGP) to describe a student's growth relative to the growth of his or her academic peers—same grade students with similar prior achievement. Student Growth Percentiles can range from 1 to 99. Students with SGPs between 35 and 65 are generally considered to be experiencing typical growth.~~

~~The graphs below indicate continued growth in both reading and math. An SGP of 50 or above indicates an overall one year growth among all students.~~

~~Although we were not able to test in Spring 2020 due to COVID-19, assessments from the beginning of the 2019-20 school year are slightly higher, which indicates a possible higher growth at end of year based on previous years' growth patterns.~~

~~The results below also indicate growth among subgroups on a consistent basis year after year. The data results indicate ISRC intervention and adjustments throughout the year have resulted in increases and growth for most students.~~

Star Reading	At or Above 50 PR		Median
All Students	Fall	Spring	SGP
2016-2017	15%	27%	51
2017-2018	22%	36%	52
2018-2019	20%	38%	59

2019-2020	23%		
----------------------	----------------	--	--

Star Reading	At or Above 50 PR		Median
Special Ed	Fall	Spring	SGP
2016-2017	3%	3%	35
2017-2018	6%	25%	77.5
2018-2019	9%	34%	74
2019-2020	6%		

Star Reading	At or Above 50 PR		Median
Economic Disadvantaged	Fall	Spring	SGP
2016-2017	14%	24%	49
2017-2018	18%	31%	51
2018-2019	17%	32%	59
2019-2020	20%		

Star Reading	At or Above 50 PR		Median
Limited English Proficient	Fall	Spring	SGP
2016-2017	2%	6%	47
2017-2018	4%	14%	49
2018-2019	6%	21%	60
2019-2020	10%		

~~The results for math shown below are slightly more mixed. While results for all students in math showed a bump in 2017-18, special education students made significant gains from 2016 to 2019, growing from 46 to 62 median SGP.~~

Star Math	At or Above 50 PR		Median
All Students	Fall	Spring	SGP
2016-2017	45%	49%	47
2017-2018	51%	57%	51
2018-2019	43%	58%	47
2019-2020	45%		

Star Math	At or Above 50 PR		Median
Special Ed	Fall	Spring	SGP
2016-2017	28%	34%	46
2017-2018	33%	58%	63
2018-2019	18%	58%	62
2019-2020	19%		

Star Math	At or Above 50 PR		Median
Economic Disadvantaged	Fall	Spring	SGP
2016-2017	43%	45%	46

~~2017-2018 49% 55% 50~~

2018-2019	38%	51%	44
2019-2020	42%		

Star Math	At or Above 50 PR		Median
Limited English Proficient	Fall	Spring	SGP
2016-2017	27%	30%	45
2017-2018	36%	44%	54

2018-2019	30%	41%	40.5
2019-2020	28%		

~~A charter petition renewed pursuant to Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.~~

~~As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.~~

REVISED CHARTER RENEWAL CRITERIA – Added in Full

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to:

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of the charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 created a three-tiered system of evaluating a charter school’s performance, plus a separate category for Dashboard Alternative Status Schools. Each of the three tiers has unique qualifying criteria.

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. The determination for charter renewals for each category are as follows:

- **High Performing:** Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2). A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- **Middle Performing:** Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b). A charter school in this category may be renewed for a five-year term.
- **Low Performing:** Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts (“ELA”)/Literacy and Mathematics

Data for the two previous Dashboard years are used to make performance category determinations. Therefore, for the renewal petition for Imagine Schools, the 2024 and 2025 Dashboards are used. Based on this data, Imagine Schools is in the Middle Performing tier.

Education Code Section 47607.2(b) states:

(1). For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2). The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3). In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong post-secondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

...

(7) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

This section includes current Dashboard and CAASPP data, analysis of schoolwide and subgroup performance and growth over the five-year charter term, cohort growth stories, and updated comparisons to the State, neighboring school districts, and comparable schools.

Cohort Growth Stories (Overall, LEA)

As previously noted, Imagine Schools are schools on the rise. While academic proficiency levels are not yet where we want them to be, proficiency rates alone do not tell the full story of student progress. Following our three most recent “graduating” classes over time provides another lens through which to examine academic growth. Across all three cohorts, a greater percentage of students met or exceeded standards in both ELA and Mathematics by eighth grade than at the beginning of the period examined. Most notably, the magnitude of ELA growth increased with each successive cohort. The following tables illustrate the academic trajectory of each graduating class.

Table 1 – Class of 2023

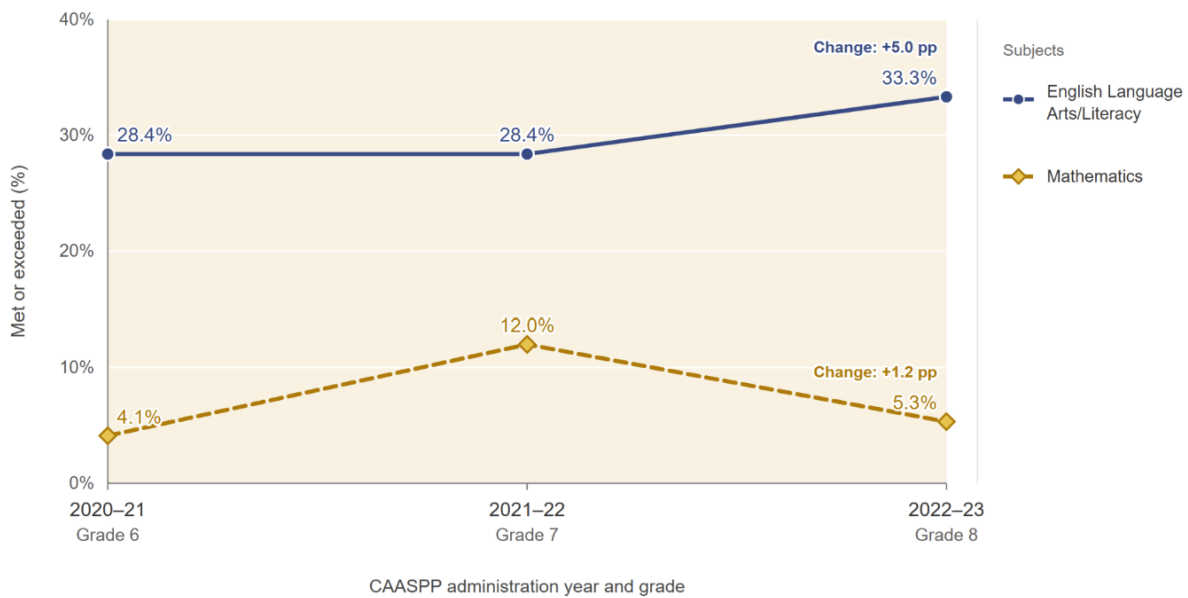


Table 1 shows the percentage of students who met or exceeded ELA and Mathematics standards from 2020-21 through 2022-23, as the cohort progressed from Grade 6 to Grade 8. The percentage meeting or exceeding standards increased from 28.4% to 33.3% in ELA and from 4.1% to 5.3% in Mathematics, representing increases of 5.0 and 1.2 percentage points, respectively.

Table 2 – Class of 2024

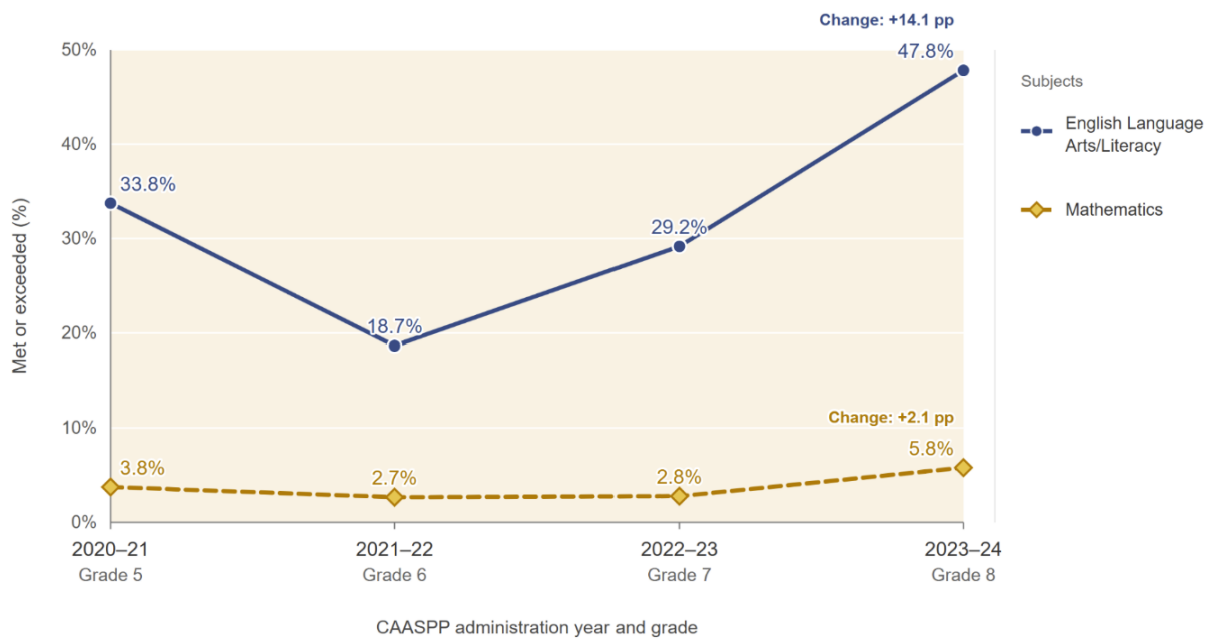


Table 2 shows the percentage of students who met or exceeded ELA and Mathematics standards from 2020-21 through 2023-24, as the cohort progressed from Grade 5 to Grade 8. The percentage meeting

or exceeding standards increased from 33.8% to 47.8% in ELA and from 3.8% to 5.8% in Mathematics, representing increases of 14.1 and 2.1 percentage points, respectively.

Table 3 – Class of 2025

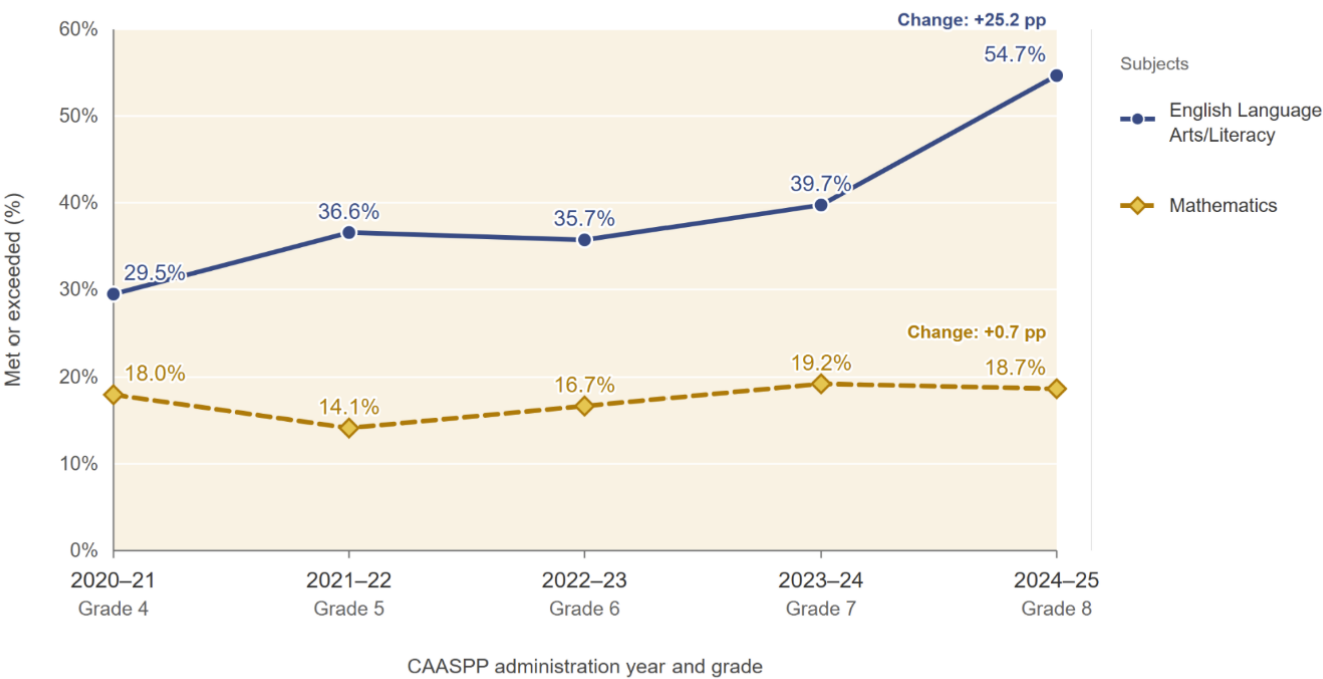


Table 3 shows the percentage of students who met or exceeded ELA and Mathematics standards from 2020–21 through 2024–25, as the cohort progressed from Grade 4 to Grade 8. The percentage meeting or exceeding standards increased from 29.5% to 54.7% in ELA and from 18.0% to 18.7% in Mathematics, representing increases of 25.2 and 0.7 percentage points, respectively.

Table 4 - 2024 and 2025 Schoolwide Dashboard Performance Colors (Imagine Schools and the State)

Indicator	2024 Imagine Schools	2024 State		2025 Imagine Schools	2025 State
CAASPP ELA	Yellow	Orange		Yellow	Yellow
CAASPP Math	Yellow	Orange		Yellow	Yellow
EL Progress	Yellow	Orange		Green	Yellow
Chronic Absenteeism	Yellow	Yellow		Yellow	Yellow

Suspension Rate	Green	Green		Orange	Green
-----------------	-------	-------	--	--------	-------

The Dashboard has five colors that indicate a range of performance (red, orange, yellow, green, and blue). In 2024, Imagine Schools had a higher Dashboard performance level than the State in ELA, Math, and EL Progress, scoring Yellow. Imagine Schools had the same Dashboard performance level as the State on Chronic Absenteeism and Suspension Rate.

In 2025, Imagine Schools maintained its Yellow status in ELA and Math, although the State increased its status to Yellow as well. Chronic Absenteeism status remained stable at Yellow. Imagine Schools' suspension rate dipped to Orange, however this represented only a 0.3 percentage-point increase with only 1.1% of students suspended 1 day or more (for comparison purposes, the State had 2.9% of students suspended 1 day or more).

Both Imagine Schools and the State increased their rating on EL Progress, with Imagine Schools moving up to the Green status. Of note, on the 2025 Dashboard, the LTEL subgroup within EL Progress, was Blue, moving all the way from Red in 2024.

Table 5 - Distance from Standard (2023-2025); ELA and Math

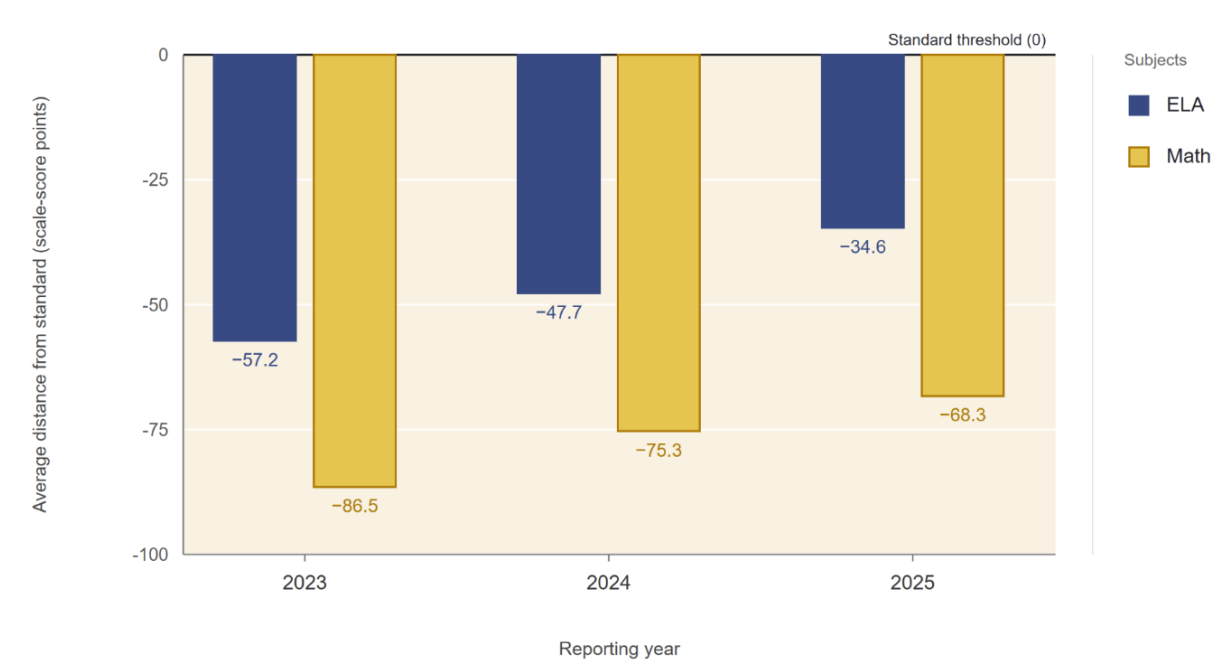


Table 5 shows the Distance from Standard (“DFS”) for Imagine Schools over the last three years. The DFS represents the “distance” between a student’s score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). An average DFS (or an average of all the distances) is calculated at the local educational

agency (“LEA”) and student group levels. This average is then used to determine the Status, Change, and Performance Levels/Colors for each level.

While the data above shows that Imagine Schools’ students are, on average, performing below standard, the average distance from standard narrowed each year from 2023 through 2025 in both ELA and Mathematics.

Table 6 - Imagine Schools, Riverside County 2025 Dashboard Local Indicators

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Imagine Schools met the standard for all 2025 Dashboard Local Indicators. Additional details/narrative can be found on the Dashboard.

ENGLISH LANGUAGE ARTS

Table 7 - 2024 and 2025 English Dashboard Performance Colors (Imagine Schools and State); Overall and by Subgroup

Subgroup	2024 ISRC	2024 State		2025 ISRC	2025 State
ALL	Yellow	Orange		Yellow	Yellow
English Learners (“EL”)	Yellow	Orange		Yellow	Yellow
Hispanic	Yellow	Orange		Yellow	Yellow
Socioeconomically Disadvantaged (“SED”)	Yellow	Orange		Yellow	Yellow
Students with Disabilities (“SWD”)	Red	Red		Orange	Orange
Long-Term English Learners	Red	Red		Orange	Orange

("LTEL")					
----------	--	--	--	--	--

Table 7 provides insight into subgroup performance within ELA. As noted in Table 4, Imagine Schools has maintained a Yellow status, overall, for ELA performance (above the State, which was Orange, in 2024 and comparable to the State in 2025). This table then examines the five subgroups (ELs, Hispanic, SED, SWD, and LTEL).

In 2024, Imagine Schools outperformed the State for EL, Hispanic, and SED subgroups (Yellow versus Orange). Both the State and Imagine Schools scored Red for SWD and LTELs.

In 2025, Imagine Schools maintained its Yellow status for EL, Hispanic, and SED subgroups (and the State increased to Yellow). Both Imagine Schools and the State increased performance of the SWD and LTEL subgroups to Orange.

Table 8a – CAASPP Percentage of Students Met/Exceeded, ELA 2020-2025 (with historical data); Overall and by Subgroup

ELA	2015-16 (inception)	2018 -19 (pre COVID)	2020- 21	2021-22	2022-23	2023 -24	2024 -25
All	15%	34.25%	30.62%	27.65%	25.76%	30.44%	35.89%
Hispanic	13%	33.34%	30.34%	27.53%	26.08%	30.32%	36.1%
SED	10%	30%	29.97%	26.86%	23.61%	29.7%	35.58%
EL	15%	17.24%	14.8%	13.92%	9.45%	10.9%	12.24%
SWD	n/a (n size)	15.79%	6.67%	7.46%	11.63%	6.41%	9.2%
LTEL	n/a	n/a	n/a	n/a	14.58%	5.88%	3.64%

Table 8b - Percentage of Students Met/Exceeded, ELA 2020-2025; Overall and by Subgroup

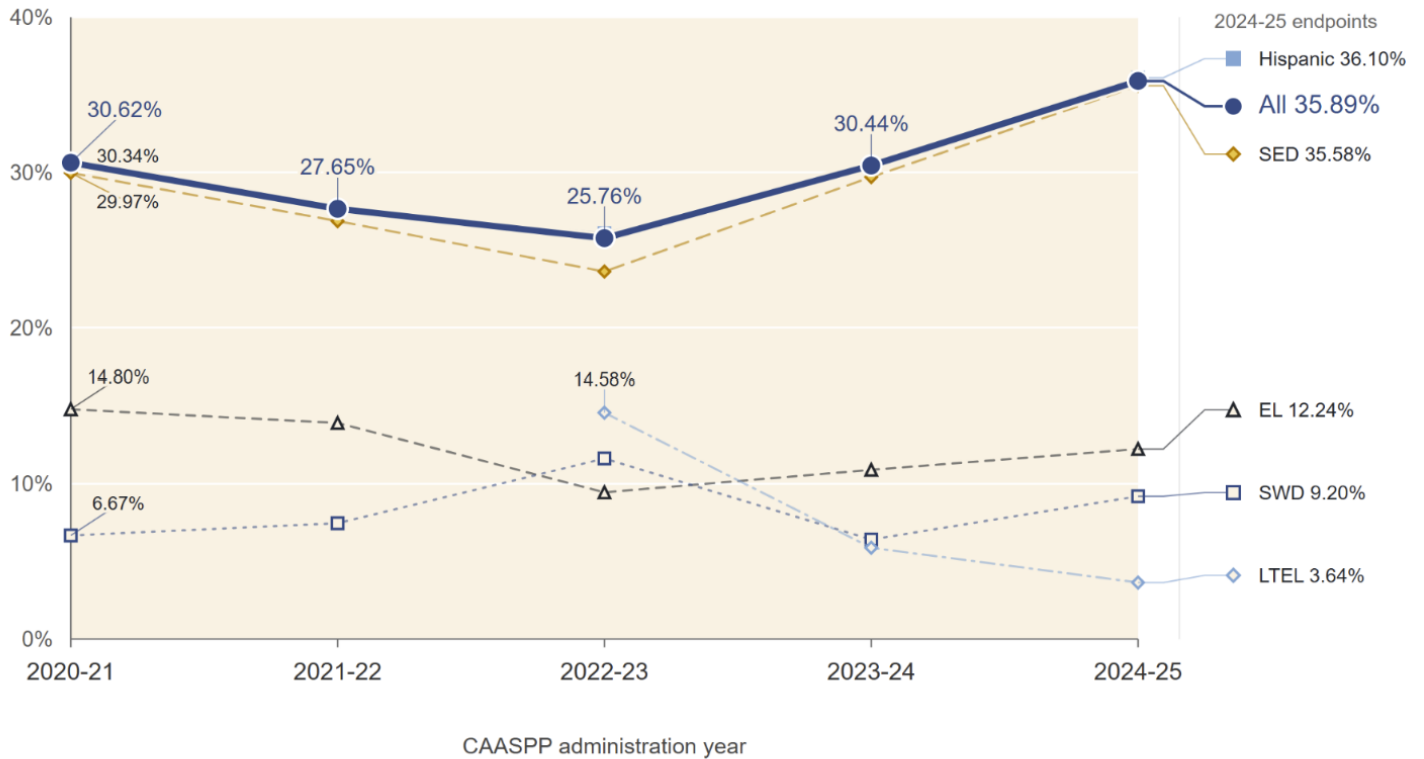


Table 8c – CAASPP Percentage of Students Met/Exceeded, ELA 2020-2025 (with historical data) - Change Over Time; Overall and by Subgroup

ELA	Change over three years (percentage points)	Change over five years (percentage points)	Change since inception (percentage points)	Change since COVID (18-19) (percentage points)
All	+10.13	+5.27	+20.89	+1.64
Hispanic	+10.02	+5.76	+23.1	+2.76
SED	+11.97	+5.61	+25.58	+5.58
EL	+2.79	-2.56	-2.76	-5
SWD	-2.43 (+2.79 from last year)	+2.53	n/a	-6.59
LTEL	-10.94	n/a (only 3 years)	n/a	n/a

The three tables as part of Table 8 show Imagine Schools’ overall ELA performance and post-COVID growth trends. Post-pandemic, Imagine Schools’ students overall saw a dip in ELA performance. However, overall, students’ ELA performance has increased by over 5 percentage points over the last

five years, with a significant 10.13 percentage-point increase in the last three years. This trend has been mirrored by our Hispanic and SED subgroups, who saw increases of 10 and approximately 12 percentage points, respectively over the last three years. Since Imagine Schools' inception, overall, and for our Hispanic and SED subgroups, which make up the overwhelming majority of our population, students who are meeting or exceeding state standards have increased between approximately 21 and 26 percentage points.

EL students' performance dipped during the five-year period, although they have seen an increase of almost three percentage points in performance in the last three years. Our EL population, overall, currently lags behind their peers by approximately 24 percentage points.

Students receiving special education services have had more varied performance over the five-year period. While they are up by over 2.5 percentage points overall, they experienced a dip in the 2023-24 school year. This past year they recovered and saw a gain of nearly 2.8 percentage points. Students receiving special education services continue to lag behind their peers by over 26 percentage points.

While we only have three years' worth of data for LTELs their ELA performance dropped significantly during the period and currently stands at just under 4% which is over 32 percentage points behind their peers.

Table 9 - Distance from Standard; 2023-2025; ELA; By Subgroup

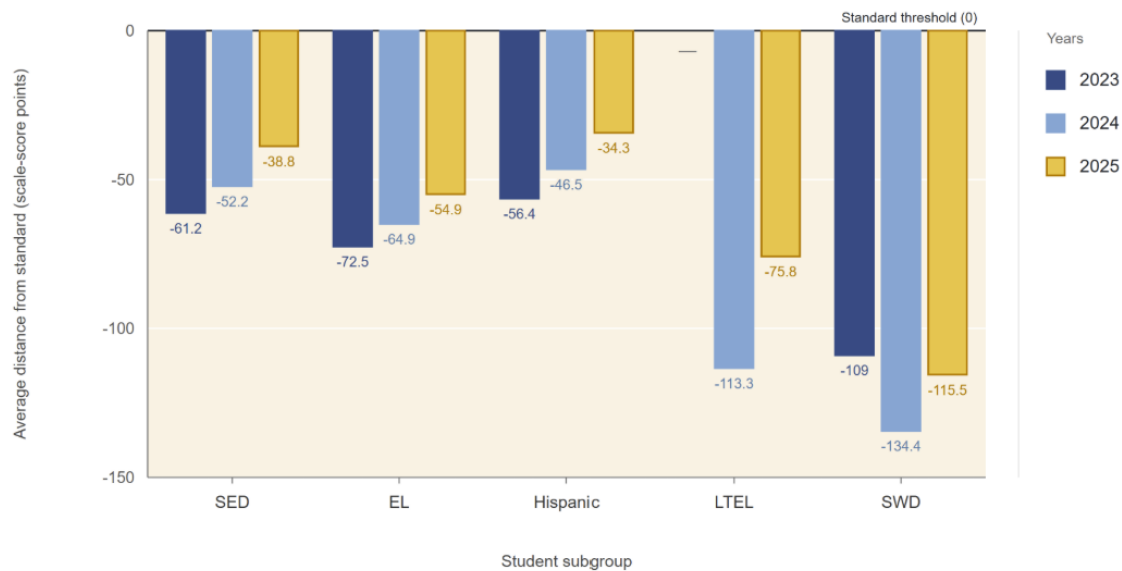
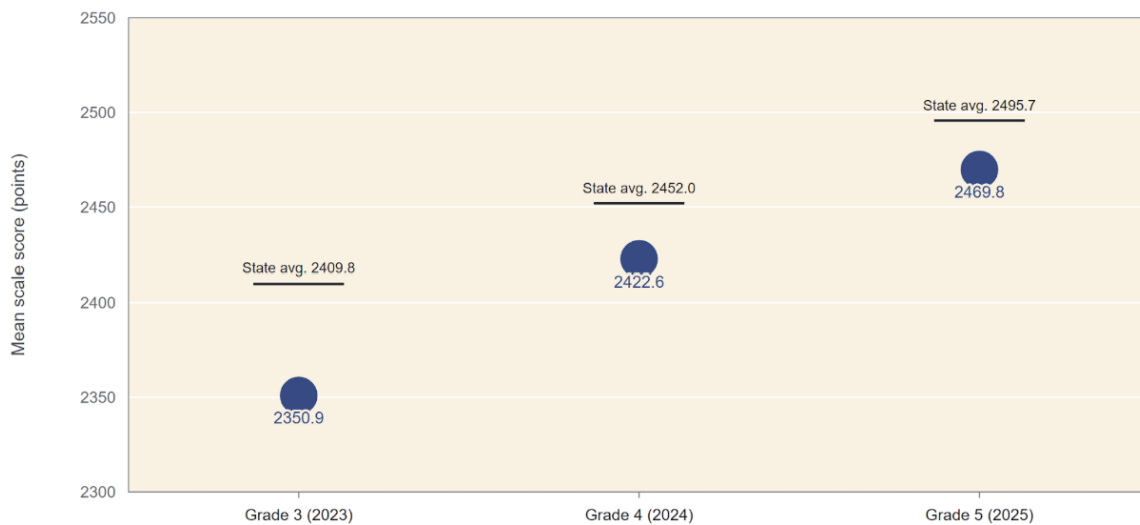
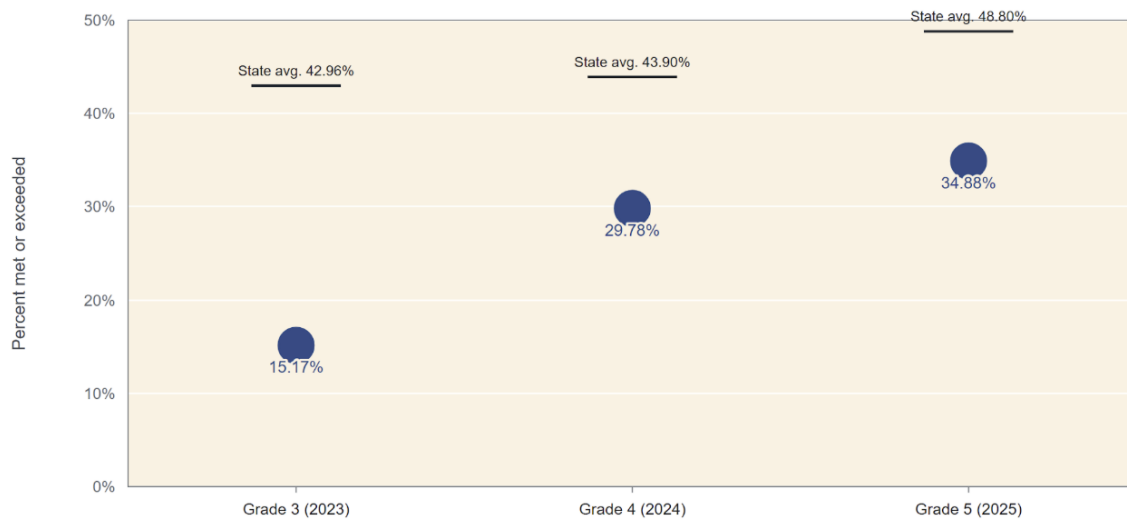


Table 9 shows the ELA DFS for the last three years by subgroup. While all subgroups are below standard, on average, DFS narrowed for the SED, EL, Hispanic, and LTEL subgroups. Our SWD subgroup has had a more varied story over the last three years, however, saw a notable reduction in DFS last year.

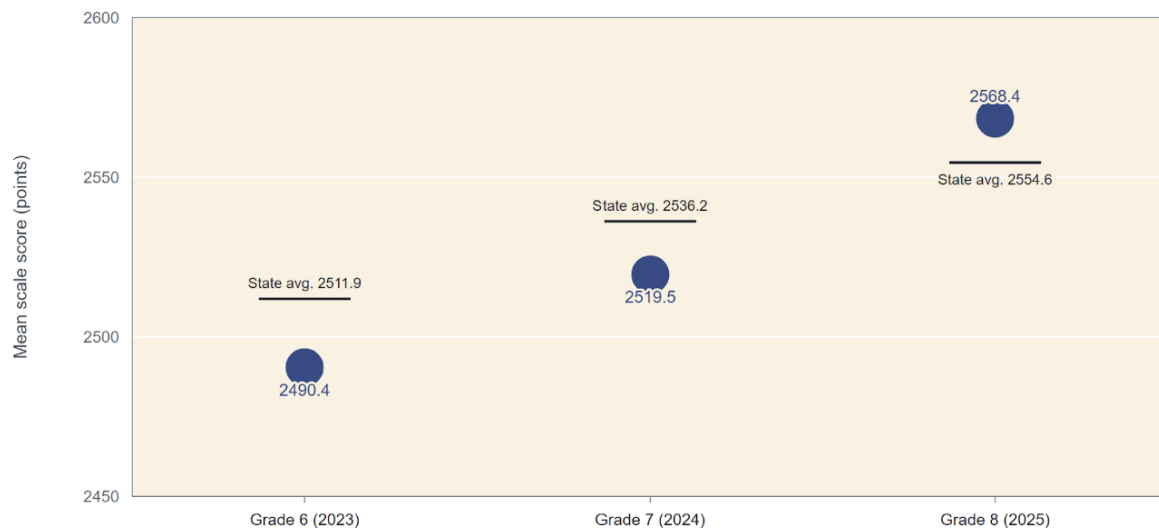
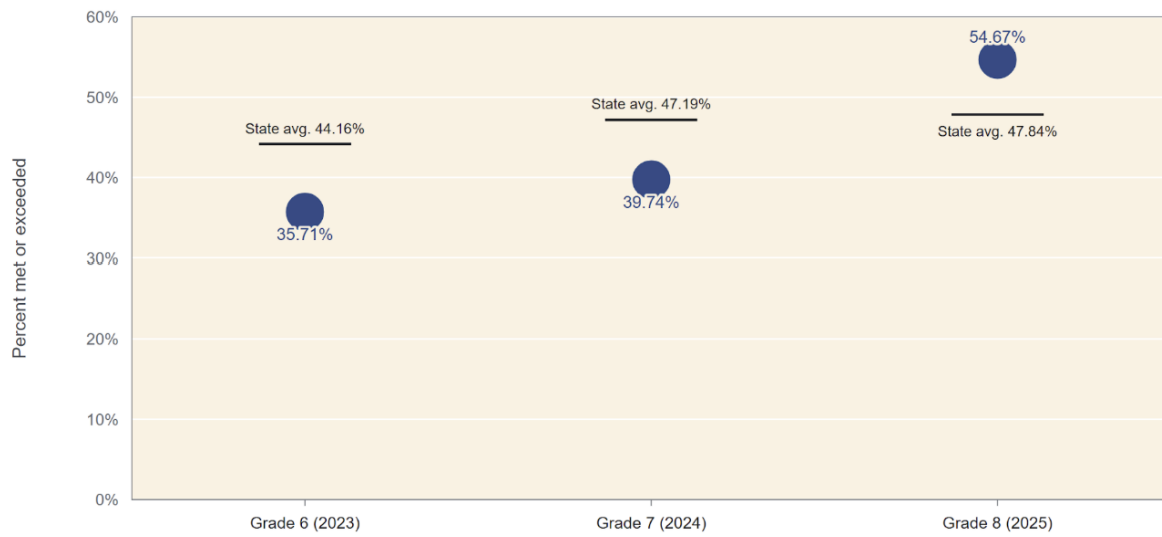
ELA Cohort Stories

The data above speaks to the significant ELA growth for Imagine Schools’ students, especially over the last three years. Examining specific cohorts provides additional information about student growth over time. The following four cohorts illustrate different patterns of ELA growth over the last three years. Below each narrative are two visualizations—one showing the percentage of students meeting or exceeding standards and one showing the cohort’s mean scale score relative to the statewide mean.

- *Grade 3 to Grade 5 surge.* Our students who were 3rd graders in 2023 and 5th graders in 2025 saw Imagine Schools’ largest three-year gain in the percentage of students meeting or exceeding ELA standards. As a 3rd grade cohort, only 15.17% of students were meeting or exceeding standards; by the time this group of students were 5th graders, 34.88% were. This more than doubled the percentage. While this remained below the 2025 statewide proficiency rate of 48.80%, the cohort’s mean scale score of 2,469 moved closer to the statewide fifth-grade mean of 2,495.7, narrowing the gap in overall performance.



- Middle School acceleration.** Our students who were 6th graders in 2023 and 8th graders in 2025 saw sustained improvement through the middle school grades. As 6th graders, 35.71% of students were meeting or exceeding standards; by the time this group of students were 8th graders, 54.67% were - an increase of almost 19 percentage points; compared with 47.84% statewide. In addition, the middle school's mean scale score of 2,568.4 exceeded the statewide mean of 2,554.6, further demonstrating stronger overall performance.



- *Single year gain.* Our students who were 7th graders in 2023 and 8th graders in 2024 produced the largest single-year ELA gain over the last three years, moving from 29.17% to 47.83% meeting or exceeding standards - that's an 18.66 percentage-point increase in one year. In addition, the middle school's mean scale score of 2,551.6 exceeded the statewide mean of 2,548.7, further demonstrating stronger overall performance.



- *Elementary gains.* Our students who were 3rd graders in 2024 and 4th graders in 2025 made the largest elementary ELA cohort gain, moving from 15.56% to 33.92% of students meeting or exceeding standards - an 18.36 percentage-point increase. While this remained below the 2025 statewide proficiency rate of 45.70%, the cohort's mean scale score of 2,428.4 moved closer to the statewide fourth-grade mean of 2,457.4, narrowing the gap in overall performance.

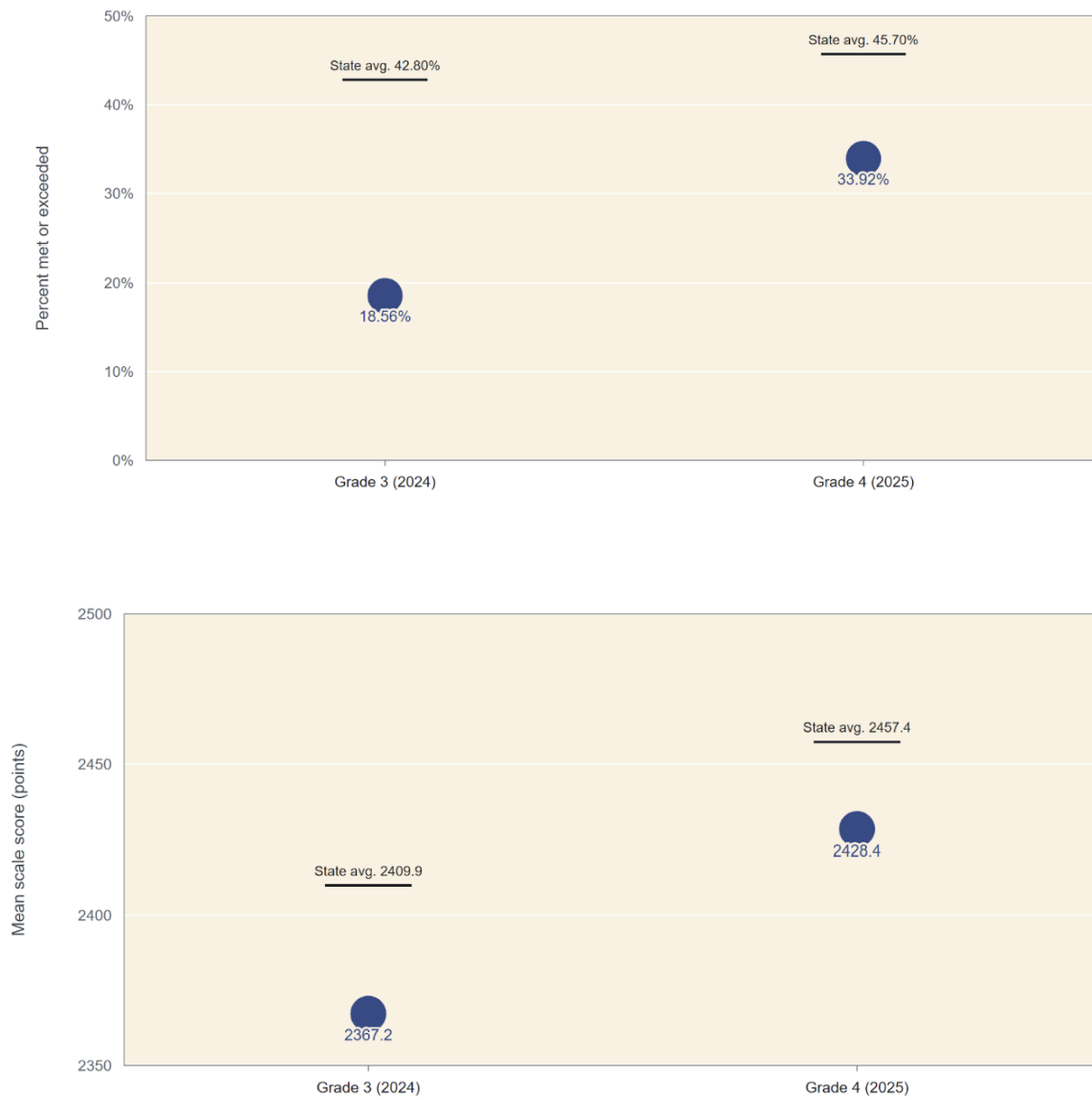


Table 10 - CAASPP 2024-2025 Met/Exceed Rates in ELA, by District (Elementary and Middle Schools); Overall and by Subgroup

District	All Students %	SED %	EL %	Hispanic %	LTEL %	SWD %
Desert Sands Unified	39.13%	33.01%	5.75%	33.91%	1.2%	8.25%
Imagine Schools, Riverside County	35.89%	35.58%	12.24%	36.1%	3.64%	9.2%
Hemet Unified	32.15%	29.61%	4.6%	29.75%	1.47%	5.48%

San Jacinto Unified	31.93%	30.72%	7.09%	31.25%	1.44%	10.01%
Coachella Valley Unified	28.7%	27.41%	8.69%	28.69%	2.33%	6.54%

Table 10 provides a comparison of Imagine Schools percentage of students who Met/Exceeded ELA standards in the 2024-25 school year against the districts from which most of its students live (note that the district data only looks at Elementary and Middle Schools to ensure comparable populations for comparison). These districts were chosen given that for Imagine Schools, Coachella, approximately 70% of students come from the Coachella Valley USD zone and approximately 30% come from the Desert Sands USD zone. For Imagine Schools, Hemet, approximately 70% of students come from the Hemet USD zone, while approximately 30% come from the San Jacinto USD zone.

The table is sorted by “All Students” and shows that Imagine Schools’ overall percentage of students meeting and exceeding ELA standards is higher than three of the four neighboring districts. Only Desert Sands USD outperforms Imagine Schools, overall, by 3.24 percentage points.

When comparing subgroups between Imagine Schools and neighboring districts, Imagine Schools’ students outperform neighboring districts in all but one instance:

- Desert Sands - Imagine Schools’ subgroups outperform every one of Desert Sands’ subgroups.
- Hemet USD - Imagine Schools’ subgroups outperform every one of Hemet USD’s subgroups.
- San Jacinto USD - Imagine Schools’ subgroups outperform all of San Jacinto USD’s subgroups except SWD, where Imagine Schools lags by less than 1 percentage point.
- Coachella Valley USD - Imagine Schools’ subgroups outperform every one of Coachella Valley USD’s subgroups.

Table 11a - CAASPP 2024-2025 Met/Exceed Rates in ELA, by Elementary and Middle School Site (Hemet); Overall

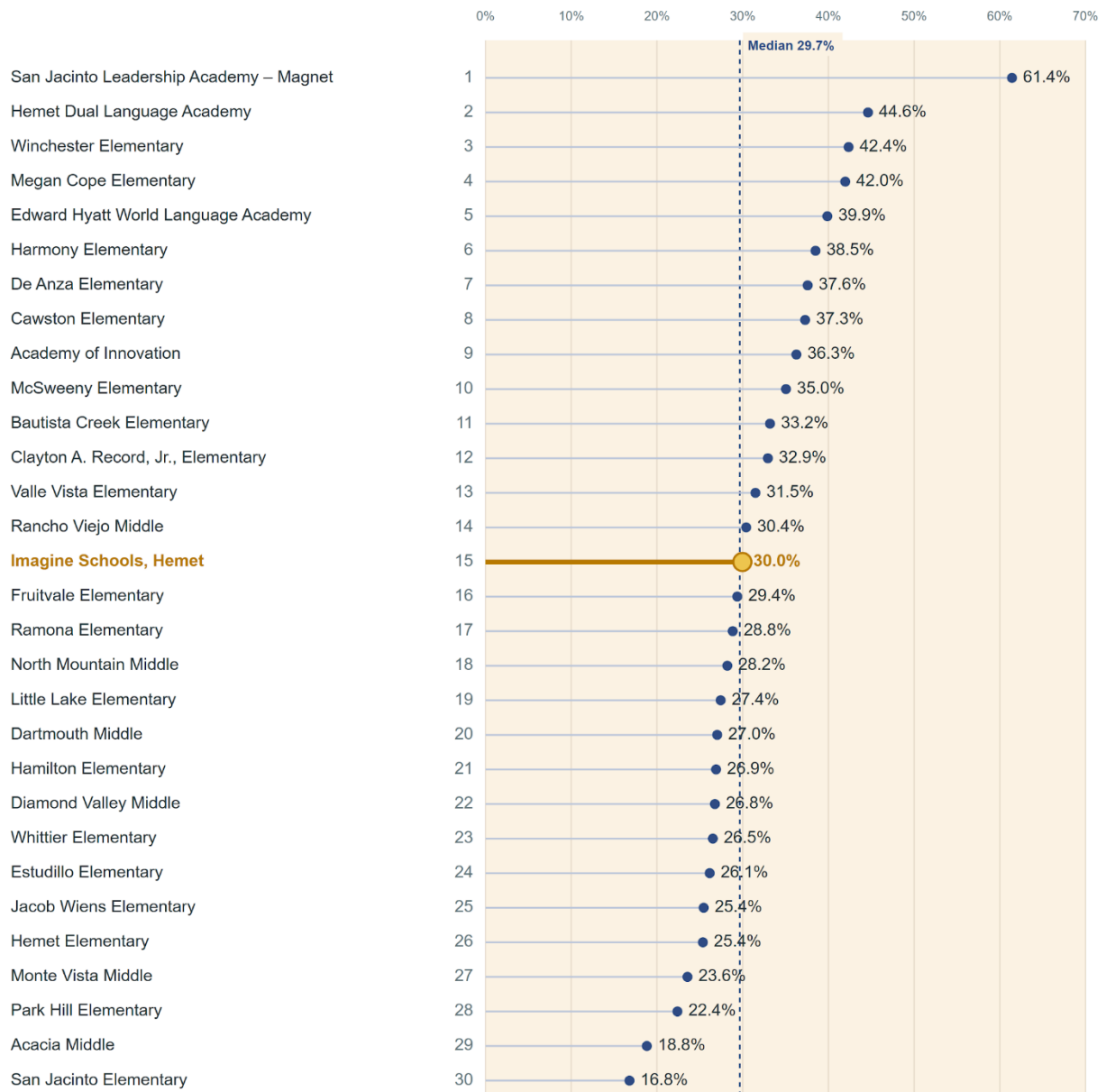


Table 11a offers a drill down of the overall performance data of each elementary and middle school in Hemet USD and San Jacinto USD as compared to Imagine Schools, Hemet. Of the 30 schools, Imagine Schools, Hemet is 15th when looking at the overall percentage of students who met/exceeded ELA standards, making it in the top half. It is important to note that the specific demographics of individual schools may or may not be comparable to Imagine Schools, Hemet.

Table 11b - CAASPP 2024-2025 Met/Exceed Rates in ELA, by Elementary and Middle School Site (Coachella); Overall

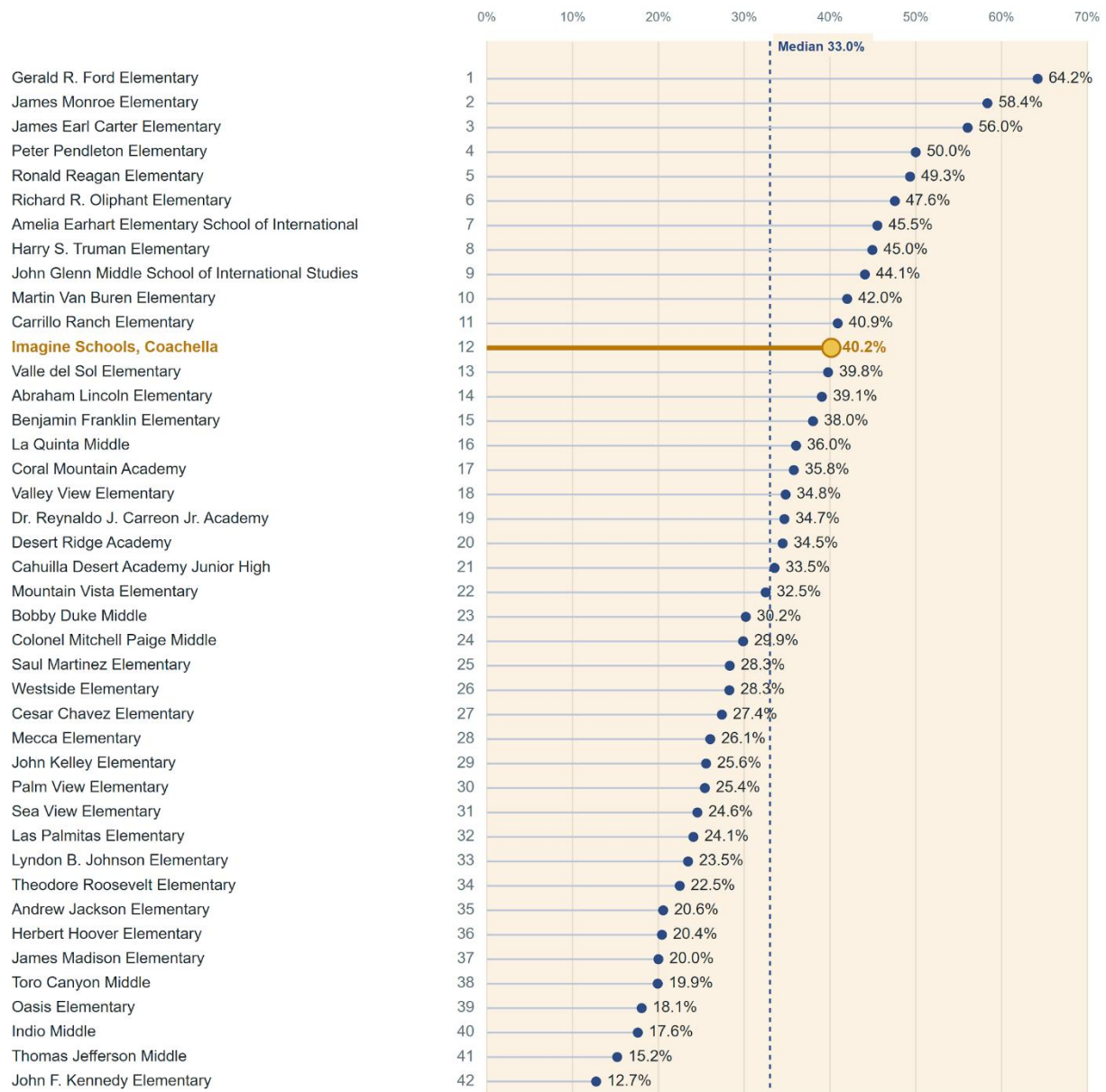


Table 11b offers a drill down of the overall performance data of each elementary and middle school in Desert Sands USD and Coachella Valley USD as compared to Imagine Schools, Coachella. Imagine Schools, Coachella ranks 12th of 42 elementary and middle schools overall, placing it in the top third of schools. Among schools in Coachella Valley USD, only one elementary or middle school outperforms Imagine Schools in overall ELA performance. It is important to note that the specific demographics of individual schools may or may not be comparable to Imagine Schools, Coachella.

MATHEMATICS

Table 12 - 2024 and 2025 Math Dashboard Performance Colors (Imagine Schools and State); Overall and by Subgroup

Subgroup	2024 ISRC	2024 State		2025 ISRC	2025 State
ALL	Yellow	Orange		Yellow	Yellow
EL	Yellow	Orange		Orange	Yellow
Hispanic	Yellow	Orange		Yellow	Yellow
SED	Yellow	Orange		Yellow	Yellow
SWD	Red	Red		Red	Orange
LTEL	Red	Red		Orange	Orange

Table 12 provides insight into subgroup performance within Math. As noted in Table 4, Imagine Schools has maintained a Yellow status, overall, for Math performance (above the State, which was Orange, in 2024 and comparable to the State in 2025). This table then examines the five subgroups (EL, Hispanic, SED, SWD, and LTEL).

In 2024, Imagine Schools outperformed the State for EL, Hispanic, and SED subgroups (Yellow versus Orange). Both the State and Imagine Schools scored Red for SWD and LTELs.

In 2025, Imagine Schools maintained its Yellow status for Hispanic, and SED subgroups (and the State increased to Yellow). Imagine Schools dipped in its math performance for ELs from Yellow to Orange whereas the State increased to Yellow. Both Imagine Schools and the State increased performance of the LTEL subgroup to Orange. Imagine Schools did not increase the SWD subgroup performance, remaining at Red, whereas the State increased to Orange.

Table 13a – CAASPP Percentage of Students Met/Exceeded, Math 2020-2025 (with historical data); Overall and by Subgroup

Math	2015-16 (inception)	2018-19 (pre COVID)	2020-21	2021-22	2022-23	2023-24	2024-25
All	27%	29.8%	11.08%	15.8%	13.05%	17.05%	23.38%
Hispanic	26%	29.2%	10.62%	15.71%	13.14%	17.46%	23.07%

SED	26%	27.86%	10.15%	12.81%	11.56%	16.44%	21.32%
EL	27%	16.24%	7.03%	9.74%	5.12%	5.05%	8.39%
SWD	n/a (n size)	13.15%	3.45%	4.41%	6.98%	3.8%	9.2%
LTEL	n/a	n/a	n/a	n/a	8.34%	0.0%	1.82%

Table 13b - Percentage of Students Met/Exceeded, Math 2020-2025; Overall and by Subgroup

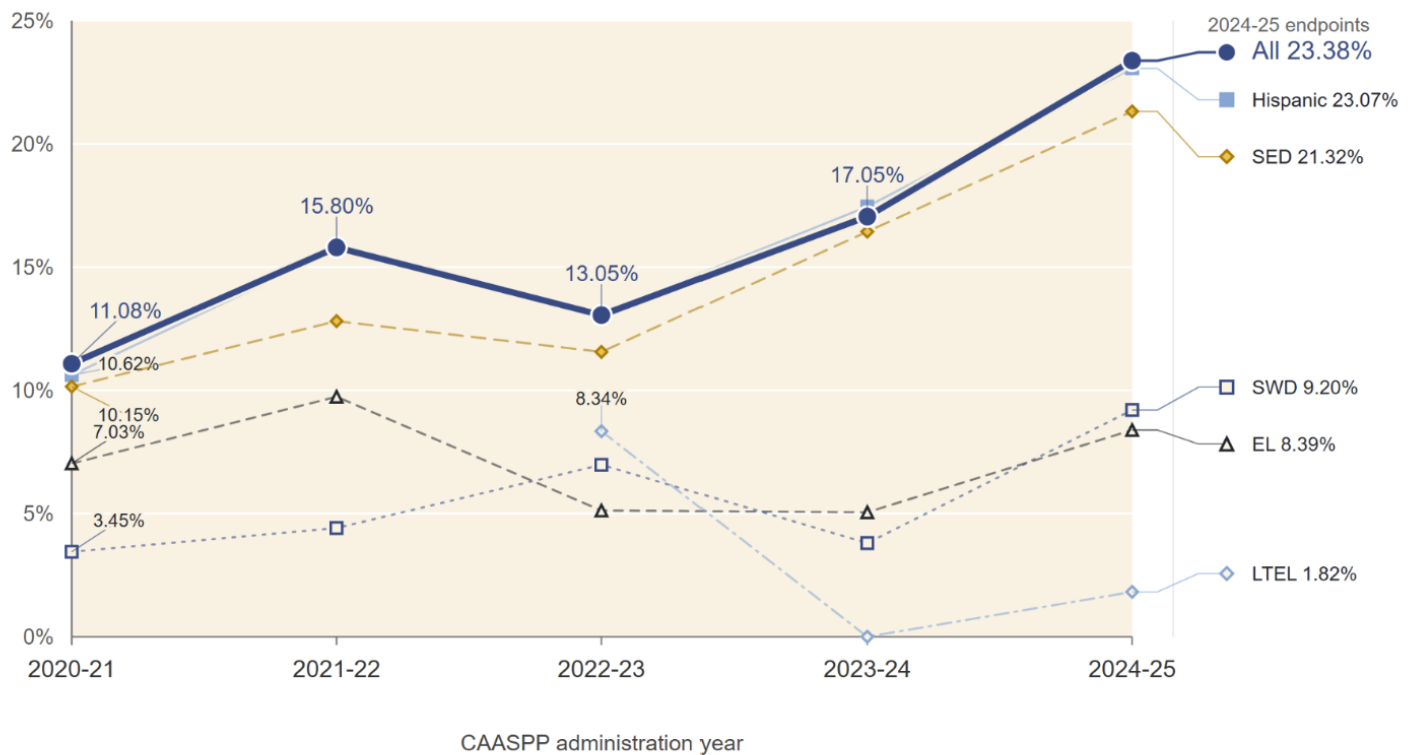


Table 13c – CAASPP Percentage of Students Met/Exceeded, Math 2020-2025 (with historical data) - Change Over Time; Overall and by Subgroup

Math	Change over three years (percentage points)	Change over five years (percentage points)	Change since inception (percentage points)	Change since COVID (18-19) (percentage points)
All	+10.33	+12.3	-3.62	-6.42

Hispanic	+9.93	+12.45	-2.93	-6.13
SED	+9.76	+11.17	-4.68	-6.54
EL	+3.27	+1.36	-18.61	-7.85
SWD	+2.22	+5.75	n/a	-3.95
LTEL	-6.52 (but + 1.82 from last year)	n/a	n/a	n/a

The three tables as part of Table 13 show Imagine Schools’ overall math performance and post-COVID growth trends. Post-pandemic, Imagine Schools’ students overall have seen a significant increase in math performance (with a slight dip in 2022-23). Overall, the percentage of students meeting or exceeding standards has increased by over 12 percentage points over the last five years, with a gain of more than 10 percentage points in the last three years alone. This trend has been mirrored by our Hispanic and SED subgroups, who saw gains of 12 and 11 percentage points, respectively, over the last five years.

English Learner students’ performance increased slightly (1.3 percentage points) during the five-year period, although they have seen an increase of over three percentage points in performance in the last three years. Our EL population, overall, currently lags behind their peers by approximately 15 percentage points.

Students receiving special education services increased 5.75 percentage points over the five-year period, although performance varied from year to year. In 2024–25, 9.2% met or exceeded standards, compared with 3.8% in 2023–24. Students receiving special education services continue to lag behind their peers by approximately 14 percentage points

While we only have three years’ worth of data for LTELs, their math performance dropped significantly during the period, however, increased 1.82 percentage points in the most recent year. LTELs however, still lag behind their peers by over 21 percentage points.

Table 14 - CAASPP 2024-2025 Met/Exceed Rates in Math, by District (Elementary and Middle Schools); Overall and by Subgroup

District	All Students %	SED %	EL %	Hispanic %	LTEL %	SWD %
Desert Sands Unified	28.46	22.22	4.1	22.84	0.4	5.48
Imagine Schools, Riverside County	23.38	21.32	8.39	23.08	1.82	9.2

Coachella Valley Unified	21.02	20.11	9.14	21.17	3.19	6.49
Hemet Unified	18.24	15.95	3.39	16.18	2.06	3.77
San Jacinto Unified	17.71	16.56	4.34	17.24	0.72	4.78

Table 14 provides a comparison of Imagine Schools’ percentage of students who Met/Exceeded Math standards in the 2024-25 school year against the districts from which most of its students live (note that the district data only looks at Elementary and Middle Schools to ensure comparable populations for comparison). These districts were chosen given that for Imagine Schools, Coachella, approximately 70% of students come from the Coachella Valley USD zone and approximately 30% come from the Desert Sands USD zone. For Imagine Schools, Hemet, approximately 70% of students come from the Hemet USD zone, while approximately 30% come from the San Jacinto USD zone.

The table is sorted by “All Students” and shows that Imagine Schools’ overall percentage of students meeting and exceeding math standards is greater than three of the four neighboring districts. Only Desert Sands USD outperforms Imagine Schools, overall, by five percentage points.

When comparing subgroups between Imagine Schools and neighboring districts, Imagine Schools’ students outperform neighboring districts in most instances. Where a neighboring district outperforms Imagine Schools, it is usually by less than 1 percentage point.

- Desert Sands - Imagine Schools’ subgroups outperform all of Desert Sands’ subgroups except SED, where Imagine Schools lags by less than 1 percentage point.
- Coachella Valley USD - Imagine Schools’ subgroups outperform all of Coachella Valley’s subgroups except ELs and LTELs, where Imagine Schools lags by less than 1 and 1.4 percentage points, respectively.
- Hemet USD - Imagine Schools’ subgroups outperform all of Hemet USD’s subgroups except LTELs, where Imagine Schools lags by less than 1 percentage point.
- San Jacinto USD - Imagine Schools’ subgroups outperform all of San Jacinto USD’s subgroups.

Table 15a - CAASPP 2024-25 Met/Exceed Rates in Math, by Elementary and Middle School Site (Hemet); Overall

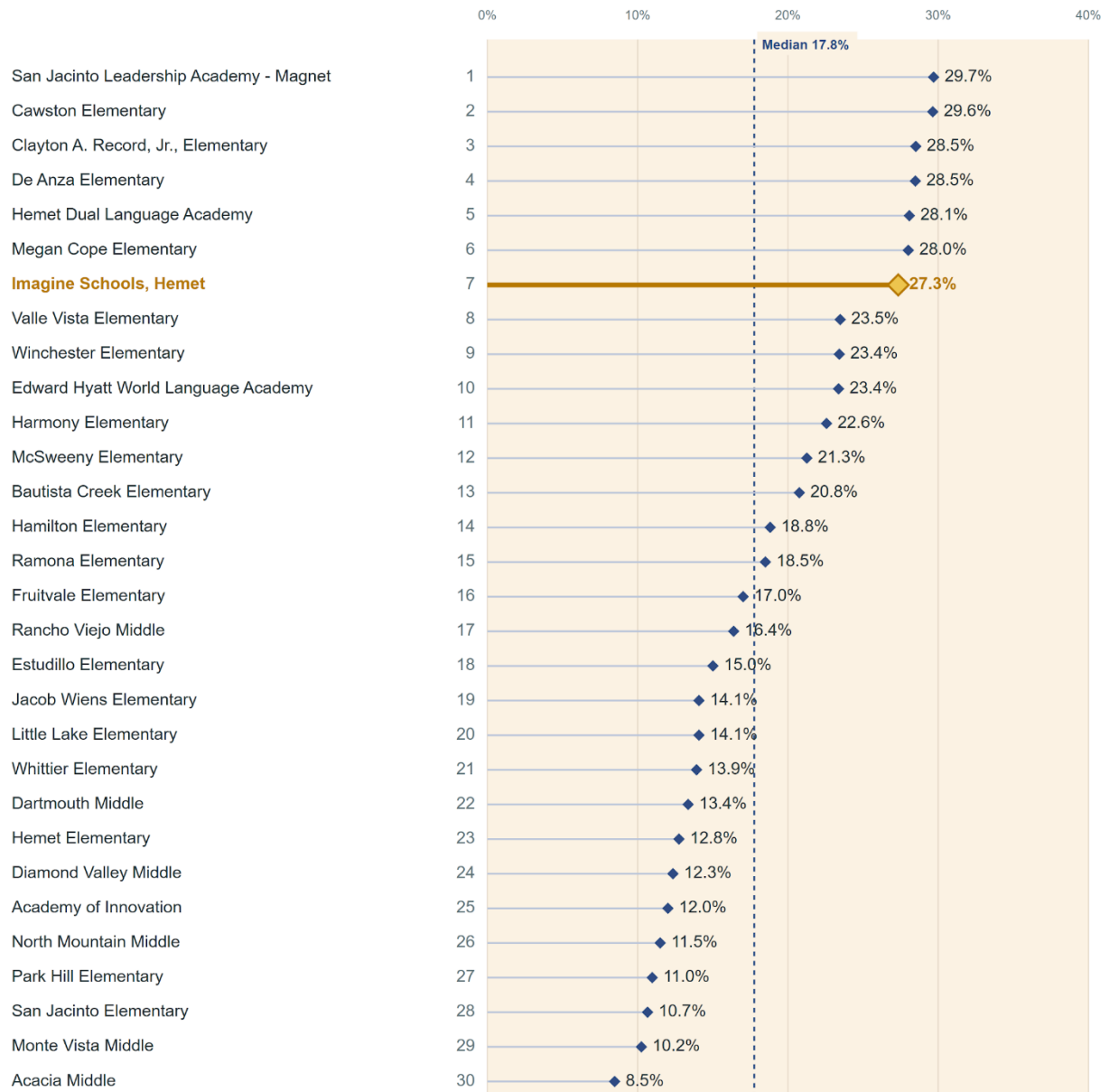


Table 15a offers a drill down of the overall math performance data of each elementary and middle school in Hemet USD and San Jacinto USD as compared to Imagine Schools, Hemet. Of the 30 schools, Imagine Schools, Hemet is 7th when looking at the overall percentage of students who met/exceeded math standards, placing it in the top quartile of comparable schools. It is important to note that the specific demographics of individual schools may or may not be comparable to Imagine Schools, Hemet.

Table 15b - CAASPP 2024-2025 Met/Exceed Rates in Math, by Elementary and Middle School Site (Coachella); Overall

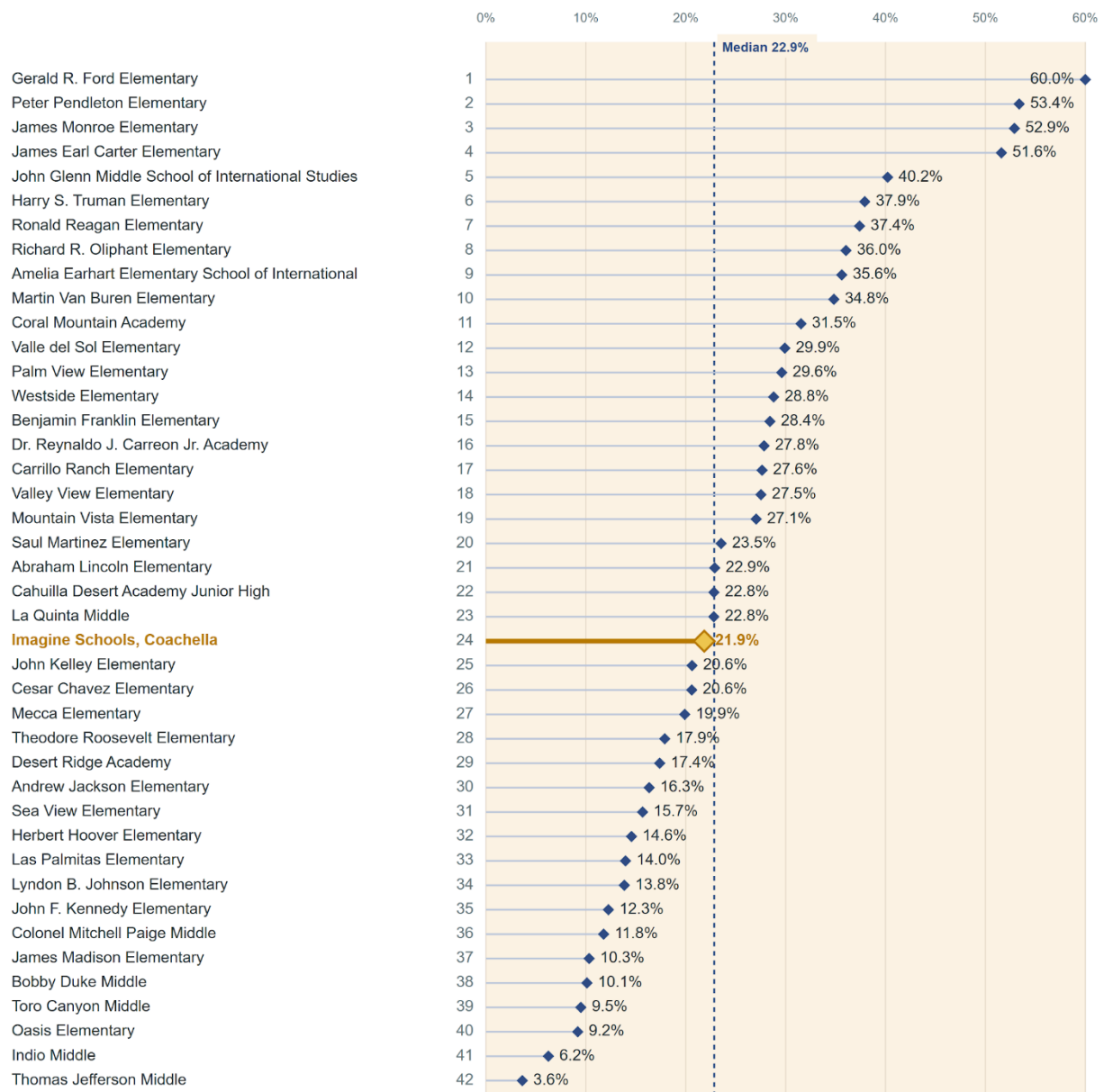


Table 15b offers a drill down of the overall math performance data of each elementary and middle school in Desert Sands USD and Coachella Valley USD as compared to Imagine Schools, Coachella. Of the 42 schools, Imagine Schools, Coachella is 24th when looking at the overall percentage of students who met/exceeded math standards, just missing the top half of schools. It is important to note that the specific demographics of individual schools may or may not be comparable to Imagine Schools, Coachella.

Table 16 - Distance from Standard; 2023-2025; Math; By Subgroup

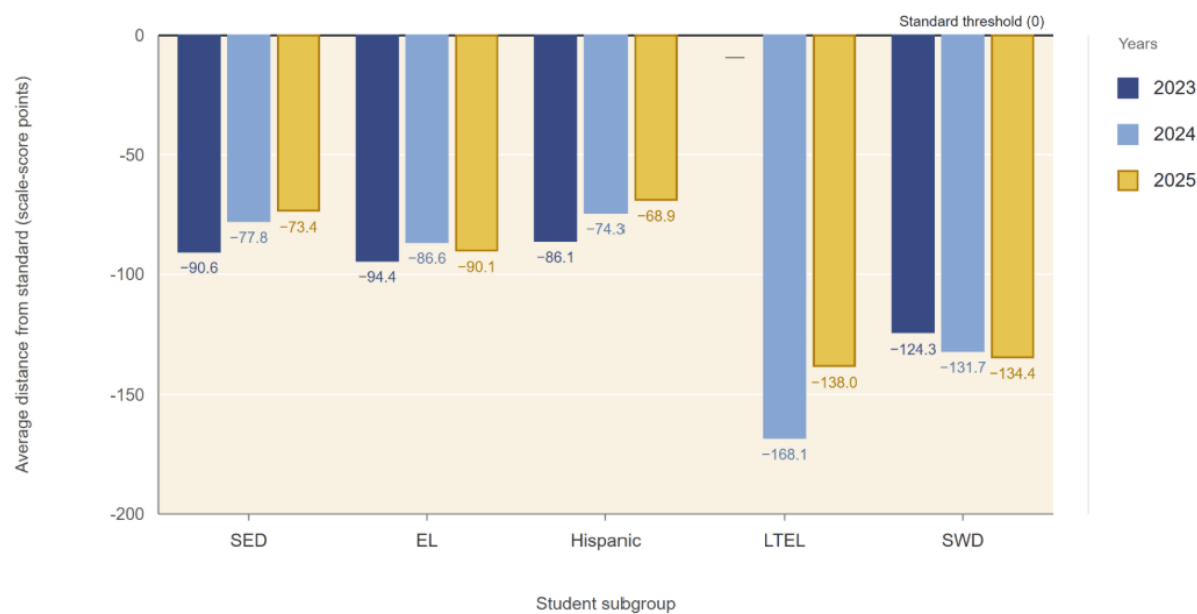
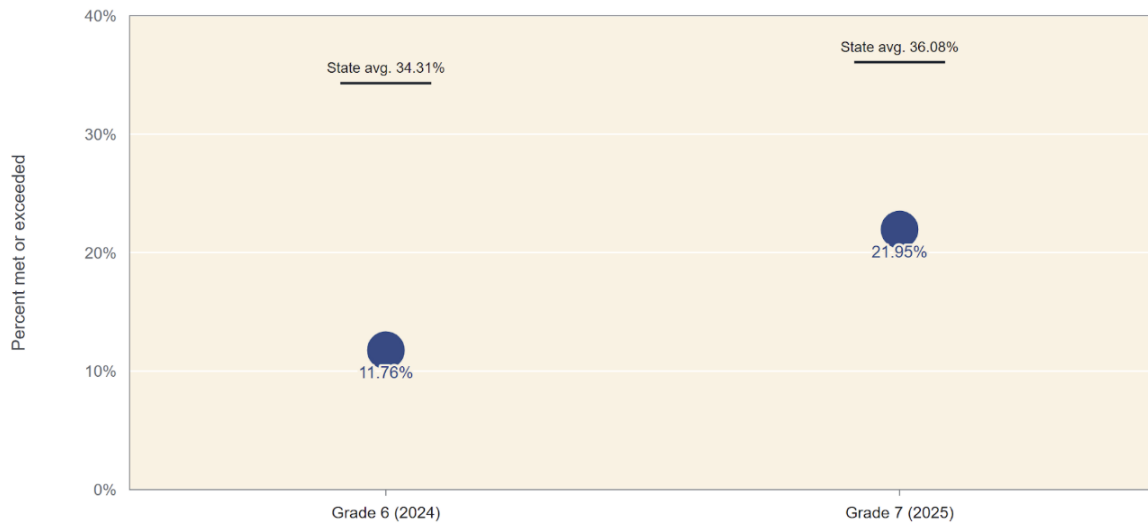


Table 16 shows the Math DFS for the last three years by subgroup. While all subgroups are below standard, on average, DFS narrowed for the SED, EL, Hispanic, and LTEL subgroups. Our EL subgroup has had a more varied story over the last three years; DFS narrowed from 2023 to 2024 before widening slightly in 2025; however overall, it remained narrower in 2025 than in 2023. The SWD subgroup has moved further away from standard over the last three years and remains an area of focus.

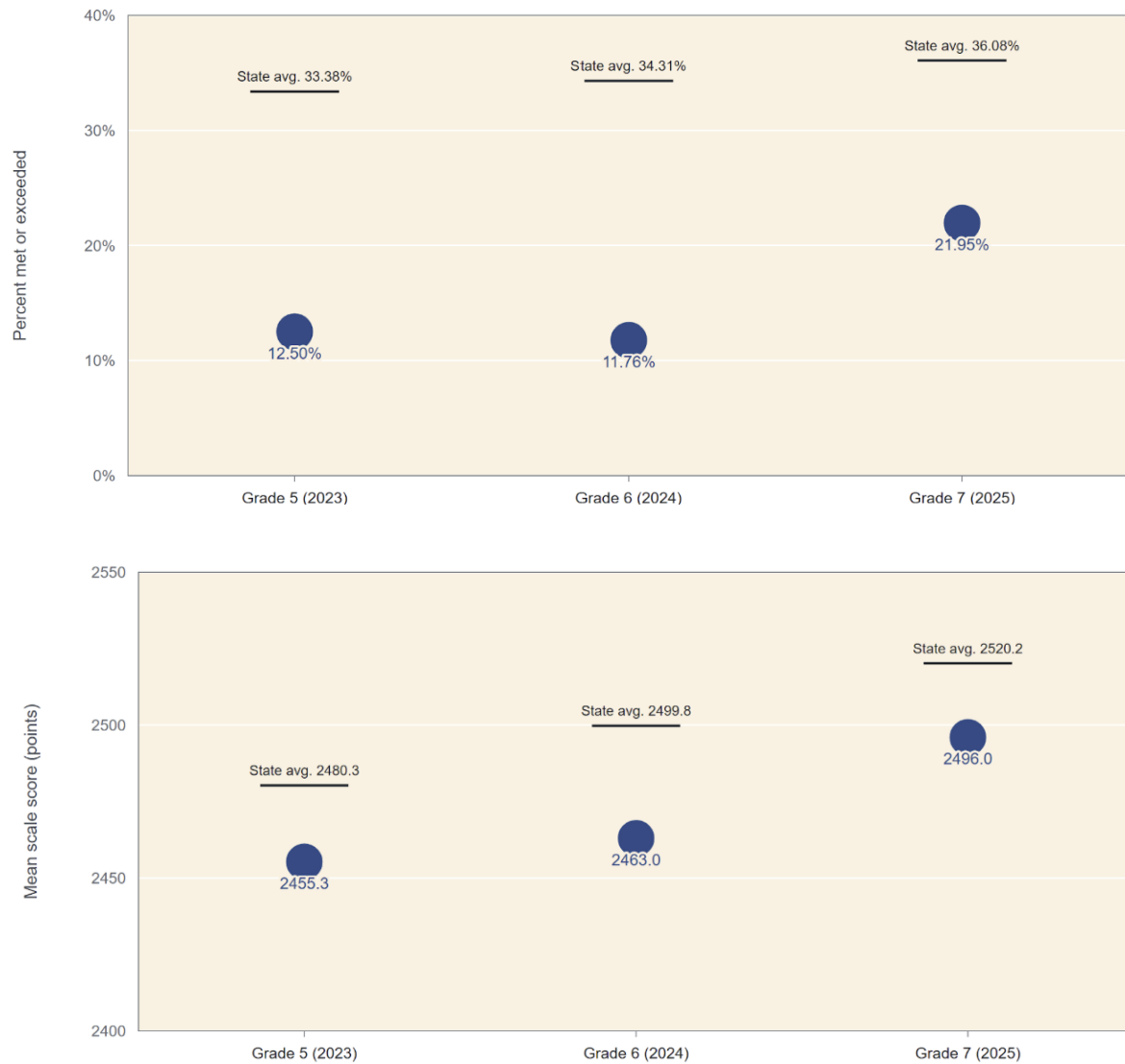
Math Cohort Stories

The data above speaks to the significant Math growth for Imagine Schools’ students, especially over the last three years. Examining specific cohorts provides additional information about student growth over time. The following illustrates two views of the same cohort’s math growth over the last three years. Below each narrative are two visualizations—one showing the percentage of students meeting or exceeding standards and one showing the cohort’s mean scale score relative to the statewide mean.

- *Single year gain.* Our students who were 6th graders in 2024 and 7th graders in 2025 produced the largest single-year math gain over that time period, moving from 11.76% to 21.95% meeting or exceeding standards - a 10.19 percentage-point increase in one year. While this remained below the 2025 statewide proficiency rate of 36.08%, the cohort’s mean scale score of 2,496 moved closer to the statewide seventh-grade mean of 2,520.2, narrowing the gap in overall performance.



- *Grade 5 to Grade 7 surge.* Our students who were 5th graders in 2023 and 7th graders in 2025 saw Imagine Schools' largest three-year gain in the percentage of students meeting or exceeding math standards. As a 5th grade cohort, only 12.50% of students were meeting or exceeding standards; by the time this group of students were 7th graders, 21.95% were - almost doubling the percentage. While this remained below the 2025 statewide proficiency rate of 36.08%, the cohort's mean scale score of 2,496 moved closer to the statewide seventh-grade mean of 2,520.2, narrowing the gap in overall performance.



A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

~~ELEMENT 1. EDUCATIONAL PROGRAM~~

~~Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)~~

~~The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)~~

~~Our Mission, Vision, and Goals~~

~~The mission of Imagine Schools, Riverside County is to prepare a student population in a culturally-inclusive learning environment with curriculum delivery through a dual language immersion format. We believe each child will be equipped with the skills and knowledge to achieve his or hers fullest potential in preparation for college.~~

~~The vision of Imagine Schools, Riverside County is all students will possess the knowledge, skills and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.~~

~~The primary goals of Imagine Schools, Riverside County are to:~~

- ~~• Focus on student mastery in English and Spanish language arts utilizing Common Core State Standards.~~
- ~~• Focus on student mastery in the understanding and application of mathematical computation, problem solving and concepts.~~
- ~~• Focus on positive character development measured by positive changes in behavior and worldview.~~
- ~~• Provide academic proficiency in two languages (English and Spanish). • Develop cross-cultural competence.~~
- ~~• Enable pupils to become self-motivated, competent, and lifelong learners.~~

~~Whom the Charter School is Attempting to Educate and Serve~~

~~Imagine Schools, Riverside County is designed to attract families throughout Riverside County to either of our two campuses by offering a unique educational program, specifically designed to meet students' needs.~~

~~The Charter School serves as a school of choice for families throughout Riverside County preferring a smaller environment in which student to teacher ratios remain reasonable and school-wide numbers are limited. When grade level build-out is complete, Imagine Schools, Riverside County aims to enroll an average of 24 students in each of the kindergarten through third grade levels and an average of 30 students in each of the fourth through eighth grade levels. In the event the funding for California charter schools erodes, the Charter School may be forced to reconsider its desired class size goals. Imagine Schools, Riverside County implements a dual language immersion program designed to attract and retain English Learners, students desirous of learning Spanish, and students struggling to excel in~~

large, traditional, comprehensive, public schools. The curriculum will focus on student mastery in English language arts and mathematics utilizing Common Core State Standards along with positive character development.

Students of Imagine Schools, Riverside County will have a realistic plan to be academically prepared to take on opportunities and be prepared to overcome any obstacles that stand in their way, since students of color, in particular, need to focus on higher education at an early age. Even more alarming is the fact that low income students enroll in higher education at half the rate of similarly qualified high-income peers. Imagine Schools, Riverside County will continue to prepare students for higher education and high quality careers from the start of their elementary career.

Students to Be Served

ISRC enrolls students in grades TK-8th grade at two campuses, one in Coachella and one in Hemet. In Fall 2013, Imagine Schools, Riverside County opened its doors in Coachella to serve 142 kindergarten and first grade students. In each of the following years since, ISRC has added one grade level each year and increased enrollment at the Coachella Campus. In 2019-20, ISRC Coachella served 726 students in grades TK-7. That same year, we also opened our second school in Hemet Unified and served 156 students in grades TK-1.

Parents from across Riverside County choose to send their children to ISRC. For ISRC Coachella, most of our students come from Coachella Valley Unified School District. This also holds true for ISRC Hemet. The table below demonstrates how the charter schools' student demographics reflect both districts in which it operates.

2019-20 Enrollment by Subgroup (Source CDE Dataquest)

School	Econ-Disadv.	English Learner	Latino	SPED
CVUSD	92%	40%	98%	11%
ISRC Coachella	69%	43%	98%	9%
HUSD	86%	11%	61%	15%
ISRC Hemet	72%	22%	71%	10%

As the table above demonstrates, CVUSD and ISRC Coachella both serve a predominately low income, Latino student population. While the percentage of low income and Latino students is similar across district schools and ISRC Coachella, there is significant variability in the percentage of English Learners. For example, Mountain Vista enrolls only 28.7% compared to a high of 75% at Oasis and 43% at ISRC Coachella. ISRC Coachella enrollment closely mirrors the demographic make up of CVUSD as a whole, as shown above.

For ISRC Hemet, most of our students come from Hemet Unified School District (HUSD). Overall, as shown above, ISRC's Hemet campus serves a significantly higher percentage of EL and Latino students than HUSD and a slightly lower percentage of low income students and students with disabilities.

~~Imagine Schools, Riverside County plans to enroll an average of 24 students per classroom in grades TK-3 and an average of 30 students in grades 4-8. In the event the funding for California charter schools erodes, the Charter School may be forced to reconsider its desired class size goals. Likewise, if funding for charter schools improves in the future, ISRC will consider decreasing the number of students per class.~~

~~ISRC offers a Transitional Kindergarten ("TK") program as the first year of a two-year Kindergarten program, which uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to Education Code Section 48000(f), the TK program curriculum is aligned to the California Preschool Learning Foundations developed by the California Department of Education. ISRC TK teachers meet all applicable credential requirements. A child is eligible for TK if he or she has his or her fifth birthday between September 2nd and December 2nd.~~

~~The tables below show projected enrollment for Coachella and Hemet by grade for each year of the charter term. These projections are based on current enrollment and facility capacity.~~

ISRC Coachella Projected Enrollment					
Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26
TK	24	24	24	24	24
K	72	72	72	72	72
1 st Grade	96	72	72	72	72
2 nd Grade	120	96	72	72	72
3 rd Grade	120	120	96	72	72
4 th Grade	100	120	120	96	96
5 th Grade	100	100	120	120	120
6 th Grade	75	100	100	120	120
7 th Grade	75	75	100	100	100
8 th Grade	61	75	75	100	100
Total Enrollment	843	854	851	848	848

ISRC Hemet Projected Enrollment

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26
TK	24	24	24	24	24
K	96	96	96	96	96
1 st Grade	96	96	96	96	96
2 nd Grade	72	72	96	96	96
3 rd Grade	48	72	96	96	96
4 th Grade	=	48	72	96	96
5 th Grade	=	=	48	72	96
6 th Grade	=	=	=	48	72
7 th Grade	=	=	=	=	48
8 th Grade	=	=	=	=	=
Total Enrollment	336	432	528	624	720

The combined projected total enrollment and number of classrooms across both Coachella and Hemet campuses is identified in the table below.

Imagine School, Riverside County Projected Enrollment					
Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26
TK	48	48	48	48	48
K	168	168	168	168	168
1 st Grade	192	168	168	168	168
2 nd Grade	192	192	168	168	168
3 rd Grade	168	192	192	168	168
4 th Grade	100	168	192	192	192

5 th Grade	100	100	168	192	216
6 th Grade	75	100	100	168	192
7 th Grade	75	75	100	100	148
8 th Grade	61	75	75	100	100
Total Enrollment	1,179	1,286	1,379	1,472	1,568

~~Imagine Schools, Riverside County may open additional campuses, and shall seek a material revision of the charter petition from the County Board when it proposes to establish operations at any additional sites, consistent with Education Code Section 47605.6(a)(3).~~

~~What It Means to Be an Educated Person in the 21st Century~~

~~The world has become a global marketplace with ever-expanding sources of information, technology and advancement. We have evolved from a performance-based society, where the adult practiced what was learned in school, to a learning society. Children need to develop flexible sets of abstract learning and coping tools and skills. It is vital that students “learn how to learn” in our dynamically changing nation and world.~~

~~An educated person in the 21st century will require a solid grounding in academics including the fundamental skills and their application: bi-literacy (English and Spanish), mathematics, science, social sciences, the arts, and leadership. They will need critical thinking skills to search for solutions to a wide variety of problems. They will need to be willing to expose themselves to success and failure by taking risks. They will need practical ability to define problems, determine steps to find solutions, and then implement these solutions.~~

~~Students will need to be effective communicators in English and Spanish with strengths in listening, speaking, reading, and writing, with the ability to collaborate and lead effectively in their community. Educated people in the 21st century will be capable and will perceive themselves as capable, with realistic perceptions of their individual strengths and weaknesses.~~

~~An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society.~~

~~An educated person in the 21st century will know that learning and life are meaningful and joyful. They will understand the value of participating in the community around them to improve it. They will understand civic duties and the glorious opportunities afforded to us under democracy. Twenty-first century students will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.~~

~~An educated person in the 21st century must be proficient in using technology. All students will need to be successful in the information-rich global society that has emerged. Our aim is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information~~

growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high-speed highways and learning opportunities for all, to better serve the needs of 21st-century work, communications, learning, and life.

How Learning Best Occurs

Learning best occurs when there is a central set of research-based methods of instruction. Instruction is defined as “the purposeful direction of the learning process.” In order to guide the learning process, teachers use a variety of researched-based instructional methods for our targeted population. Some of these include:

Common Core State Standards-Based: To adequately prepare students for academic success as measured by state indicators, our students are fully immersed in the articulated Common Core State Standards. (Ainsworth, 2003) This includes following the Common Core State Standards that are designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level (CDE, 2009 <http://www.cde.ca.gov/be/st/ss/index.asp>).

Biliteracy Development: Research demonstrates that virtually all children are capable of acquiring multiple languages and benefit from bilingual instruction. (Collier, 1998; Cummins, 1986; Krashen, 2002; Lindholm-Leary, 2001; Snow, 1990) A dual language immersion program offers a research-based, theoretical framework for implementing instruction in two languages, English and Spanish. Native English and Spanish speakers are provided the opportunity to become fully proficient in a second language. Educating biliterate students with high levels of academic achievement and cross-cultural competency is the overarching goal of the program.

Development of Character: The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)

Learning best occurs when there is a rigorous instructional program utilizing the Common Core State Standards. The ISRC is characterized by challenging academic standards that are clearly articulated at each grade level. Common Core State Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Imagine Schools, Riverside County meets the Common Core State Standards adopted by the California State Board of Education.

Learning best occurs using a highly effective method of teaching students to become proficient in two languages: English and Spanish. Imagine Schools, Riverside County implements a dual language model that is based in solid research and evidence that an English Learner student's primary language is the best for initial reading instruction and the best way to help her/him learn English. In dual language programs, the need for a clear commitment to a vision and goals focused on bilingualism, biliteracy, and sociocultural competence has been demonstrated in studies and advocated by dual language education teachers and administrators (Berman et al., 1995; de Jong, 2011; Genesee et al., 2006; Lindholm-Leary, 2001; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002). Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners (Genesee et al., 2006; National Academies, 2017). Also, it is important to note that English learners who participate in a

~~mix of different programs demonstrate the lowest outcomes of all (Lindholm-Leary & Borsato, 2006; Menken, Kleyn, & Chae, 2012).~~

~~Learning occurs best through the development of character, where students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)~~

~~At Imagine Schools, Riverside County all students are enrolled in a Dual Language Immersion Program in which they develop listening, speaking, reading and writing proficiency in English and Spanish over the course of ten years (TK through grade 8). The goal of the dual language program is to offer students an additive bilingual program that develops bilingualism, biliteracy, grade level achievement and multicultural competency. The program curriculum offers students the opportunity to develop high level of proficiency in the students' first and second language including reading and writing at or above grade level in both languages. The curriculum also provides rigorous content instruction at or above grade level in all curricular areas including mathematics, social science, science, art, health and physical education. Students participate in authentic cross-cultural experiences that promote positive multicultural attitudes and behaviors. The dual language students, parents, and educators share these values and attitudes with others in their broader community.~~

~~Imagine Schools, Riverside County delivers the proven Imagine Schools Nonprofit ("ISNP") instructional program through a Dual Language Immersion format. The dual language immersion program was selected as the vehicle of instruction because the additive bilingual structure is the strongest English and Spanish Language Development models found to assist students to fully reach the 50th percentile or above in both their first language (L1) and second language (L2) in all subjects; and, to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling. Research findings demonstrate that a quality dual language program must include all of the following instructional components to reach these results (Lindholm-Leary, 2001):~~

- ~~• Provide students an additive bilingual environment to ensure all students maintain their home language while acquiring a second. Both languages have equal status and are the medium of instruction in the content areas according to the Charter School's grade level instructional plan.~~
- ~~• Offer a dual language program from grades TK-8 providing optimal time for students to become fully bilingual and biliterate.~~
- ~~• Provide students a socio-culturally supportive environment and incorporate multicultural themes into instruction and materials. This is established across the school environment in classrooms, through the curriculum, school activities and cultural events including student's values and ways of learning.~~
- ~~• Faculty and staff are qualified with high levels of proficiency in English and Spanish and receive dual language professional development on a regular basis to continually develop and refine the dual language program model as it extends through grade eight.~~
- ~~• Provide students a positive and reciprocal instructional climate to support all learners to high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels. Students work cooperatively and collaboratively as both teachers and learners.~~

~~• Provide students cross-cultural components and voices to celebrate diversity in all its forms.~~

~~Research demonstrates that virtually all children, are capable of acquiring multiple languages and benefits from bilingual instruction. Properly organized dual language immersion programs use the first language in ways that accelerate and facilitate second language development. (Collier, 1998; Cummins, 1986; Krashen, 2002; Lindholm-Leary, 2001; Snow, 1990)~~

~~Also, dual language immersion programs are most effective when both English Only (EO) students and EL students are fully integrated for a majority of their instruction. In kindergarten, for example, students are taught intensive Spanish oral language skills. Such skills enrich students' academic performance as they are promoted to the upper grades. When English and Spanish speaking students, as well as students of different performance levels, are given~~

~~opportunities to interact and work together, they benefit linguistically, academically and socially.~~

~~A careful analysis of evaluations and research studies indicates that the educational and linguistic needs of both EL and EO students can best be met by combining the most effective features of immersion foreign language education and dual language immersion education into a unified dual language immersion model which is implemented at ISRC.~~

~~Research has shown that Dual Language Immersion programs have impressive rates of academic success in both English and the minority language (Spanish) for both limited English proficient students, native English speakers, and bilingual students. (Tempes, 1984-85; Krashen & Biber, 1988.) These studies document the numerous benefits of extended minority language instruction for such students. It also serves to provide minority students with an equitable education to that of their English Only peers.~~

~~Of equal importance, the research from Dual Language Immersion programs demonstrates that EO students achieve superior scores on measures of second language proficiency while performing scholastically at a level equal or higher than their peers who have received all their elementary school education in English (Campbell & Lindholm, 1987).~~

~~In addition, the highly regarded longitudinal research of Wayne Thomas and Virginia Collier states: Dual language immersion programs have assisted (EL) students to fully reach the 50th percentile in both L1 (primary language) and L2 (language being learned) in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.~~

~~Dual language immersion programs were the only program models that closed the achievement gap even when taking into account high student mobility, English language acquisition, ethnicity and parent education levels and socio-economic status.~~

~~Dual language schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.~~

~~Native English speakers in dual language immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures.~~

~~Dual Language Immersion programs provide scaffolding, differentiation and enrichment for EO's and EL's, with the ultimate goal being bilingualism and biliteracy for both groups of learners. Dual Language Immersion programs have~~

been confirmed to provide all students with a clear advantage in attaining high levels of academic achievement through the continuing trend of closing the achievement gap.²

One of Dual Language Immersion's main benefits is that it demonstrates to the student that his/her primary language has a high value. This, in turn, represents a high level of acceptance of the student for whom and what he/she is. Dual Language Immersion teachers ensure that there is an accepting classroom environment in which students understand the importance of practicing their second language and accepting the contributions made by others. This type of environment encourages students to feel free to take risks and make mistakes in order to acquire the second language. This sense of safety and constant encouragement allows students to develop native-like fluency in the targeted language.

The remainder of the Educational Program Section will delve deeper into the components of the proposed program.

Description of the Educational Program

Imagine Schools, Riverside County will be delivered in a Dual Language Immersion Program. The program will implement the rigorous curriculum utilizing the Common Core State Standards.

Curriculum and Instructional Design

Powerful, applicable and relevant learning for all students is the goal. A "minds-on," site-based, "core curriculum," acceleration, ongoing assessments and meaningful parent and community participation are the means. Imagine Schools, Riverside County will meet the academic and social/emotional needs of our diverse student body through:

- Dual Language English/Spanish Model
- Common Core State Standards-based, researched-based pedagogy
- High academic achievement priority
- Problem Solving curricular focus
- Higher order, critical thinking development
- Character development
- Skills development
- Cross-cultural competency

As a result of these approaches, our students will not only meet program goals and assessment targets, but will also become biliterate, self-motivated, competent, ambitious, life-long learners.

The Charter School uses a modified kindergarten curriculum that is age and developmentally appropriate for TK students. Pursuant to Education Code Section 48000(f), the TK program

²Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement.

curriculum is aligned to the California Preschool Learning Foundations developed by the California Department of Education.

English and Spanish Language Arts

Imagine Schools, Riverside County uses a balanced literacy program of instruction and assessment organized around the Common Core English and Spanish Language Arts Standards. The ISRC program complies with the stated goal of the California Department of Education that all children will be literate readers and writers by third grade. These children also demonstrate:

- Love of reading and writing for pleasure

• Proficient use of reading and writing for academic learning

• Proficient reading, writing and speaking in two languages: English and Spanish by eighth grade

English and Spanish literacy instruction is characterized by teaching the children to use reading and writing processes through:

- reading aloud
- phonics and phonemic awareness
- shared reading
- guided reading
- independent reading
- readers workshop
- literature circles
- shared and modeled writing
- interactive writing
- writers workshop
- genre and author studies

The English and Spanish reading instructional program is augmented by method and strategies that enhance instruction for all second language learners. This includes effective instructional practices such as:

- A variety of techniques responding to different learning styles and language proficiency levels.
- Positive interactions between teachers and students and among students.
- A reciprocal interaction model of teaching—genuine dialog.
- Cooperative learning or group work situations, including:
- Students work interdependently on tasks with common objectives,
- Individual accountability, social equity in groups and classroom
- Extensive interactions among students to develop bilingualism
- Language input that uses sheltered strategies to promote comprehension
- Uses visual aids and modeling instruction, allowing students to negotiate meaning
- Is interesting, relevant, of sufficient quantity
- Is challenging to promote high levels of language proficiency and critical thinking
- Language objectives are integrated into curriculum, including:
- Structured tasks and unstructured opportunities for students to use language
- Language policy and planning to encourage students to use instructional language
- Monolingual lesson delivery in English and Spanish
- Needs of all students are balanced
- Students are integrated for the majority of the instruction (Lindolm-Leary, 2005)

The State Board adopted Houghton Mifflin Reading Program is used for English and Spanish Language Arts instruction in grades K-6. In 2018-19, ISRC adopted the Holt McDougal Literature curriculum for English Language Arts and Avancemos for Spanish Language Arts. Children read from a variety of supplementary reading materials that include leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, newspapers, and textbooks. Reading instruction emphasizes expository text. We differentiate instruction by applying the elements of “universal access.”² Through professional development and coaching, teachers modify and acquire the

instructional strategies listed above to ensure the most effective instruction for these children. Teachers also research and recommend other curricula to support and supplement the program. All students' English and Spanish literacy development are assessed on a regular basis using Houghton Mifflin's prescribed diagnostic and assessment materials. These diagnostic and assessment materials are used in conjunction with prescribed materials included in selected supplemental programs. The Spanish Language Arts program is aligned with the English Language Arts program. The *Houghton Mifflin Senderos* reading series is designed to honor the cultural heritage of Spanish-speaking students while building a solid reading foundation and universal access component. It features:

- Strong phonics instruction based on the traditional syllabic approach
- Rich, academic language to support high levels of Spanish literacy
- Authentic Hispanic literature to engage and motivate students
- Built-in, daily English language development to support the transition to English fluency
- Systematic, explicit instruction that is parallel and equitable to Houghton Mifflin Reading

In addition, the English and Spanish Houghton Mifflin Reading series is augmented by a variety of supplementary materials. These materials include new and innovative reading resources that support students' biliteracy development. The supplemental materials add to teachers' resources to provide differentiated instruction. Differentiated instruction supports students that progress at a slower than average and rapid pace. The supplementary materials also enhance the curriculum in the academic content areas such as social studies, science, and math.

The writing curriculum emphasizes expository writing. We use genre units from the Senderos reading program. The program includes instruction in grammar, mechanics and a writing intervention program workbook and CD. The WRITE Institute genre-specific writing

²California State Board of Education. (2015). Universal Access. Accessed from: <https://all4ed.org/wp-content/uploads/2015/01/Universal-Access.pdf>.

curriculum with integrated writing assessments that is aligned to the Common Core State English Language Arts and English Language Development Standards is used to increase student writing and language achievement and improve student attitudes toward integrating writing into their daily lives. Reading and writing instruction include metalinguistic and metacognitive skills that are systematically developed through developmentally appropriate lessons through activities and discussions and this is incorporated into curriculum and lesson planning. The reading and writing curriculum has a well implemented plan for articulation across grade levels that is revisited periodically and revised as needed. In addition, we have a plan for horizontal and vertical articulation across grades TK-8. Teachers are provided training to prepare them to fully implement the Houghton Mifflin Reading Series, supplemental reading and writing materials and the instructional strategies listed above. Imagine Schools, Riverside County students learn to read and read to learn. They read for a variety of purposes. Students read for pleasure, to learn new information in content subject areas, for research purposes, to be informed about local and world events, to access and use technology and to be an active citizen in our 21st century global society.

Mathematics

The mathematics program at Imagine Schools, Riverside County is one of assessment and instruction organized around the Common Core State Standards. The Common Core State Standards are used in a systematic manner to guide curriculum development for both languages of instruction, English and

~~Spanish. The Common Core State Standards are refined and extended to reflect the needs of the Charter School's population (Howard, et al. 2005). The curriculum meets or exceeds the County's content standards regardless of language of instruction.~~

~~The goals of ISRC's math program are to have the children apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students then use those skills to further their understanding of other related curricular areas, such as science, social science, the arts, and physical education. The ongoing assessment procedures monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers use internally created interim and state assessments in addition to assessments provided by the curriculum publishers.~~

~~Imagine Schools, Riverside County's mathematics education program strives to assist its students to achieve the following goals:~~

- ~~• Develop fluency in basic computational skills.~~
- ~~• Develop an understanding of mathematical concepts.~~
- ~~• Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent.~~
- ~~• Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.~~
- ~~• Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.~~

- ~~• Make connections among mathematical ideas and between mathematics and other disciplines.~~

~~Math instruction is characterized by teaching the children to understand and apply:~~

- ~~• number sense~~
- ~~• algebra and functions~~
- ~~• measurement and geometry~~
- ~~• statistics, data analysis and probability~~
- ~~• mathematical reasoning~~
- ~~• knowledge of numbers~~
- ~~• solve problems~~
- ~~• math concepts and skills to real-world situations~~

~~Imagine Schools, Riverside County uses programs such as Pearson Education's *Investigations in Number, Data, and Space*®, California Go Math, state-adopted instructional materials and supplement with lessons as needed from a variety of other "balanced math" sources to create a rich and deep, Common Core State Standards-based math TK-8 curriculum. Teachers also research and recommend other curricula to support and supplement programs.~~

~~Science and Social Studies~~

~~Science and social studies are incorporated into the block schedule and the core curriculum through an emphasis on expository reading and writing. Both subjects are presented to the children in integrated, thematic units of instruction using curriculum such as the design process *Understanding by Design*®.~~

~~This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, otherwise known as performances of understanding ("POU").~~

~~Teacher develop science and social studies units and projects based on the Next Generation Science Standards and the History Social Science Framework. Students learn content in depth and have an opportunity to demonstrate understanding through “performances of understanding.” Additionally, students apply other content knowledge and skills (math and language arts) to make these POU projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and are assessed through teacher created school wide rubrics that measure understanding, presentation and skill proficiency.~~

~~Heath, Physical Education, and Art~~

~~Health, Physical Education, and the Arts curriculum follow the respective California Subject Matter Frameworks. Besides being incorporated into the core curriculum and exhibition projects, students will receive specialized instruction by artists and other professionals in residence during block scheduling. Art as content (visual arts, dance, music, and theatre) rather than simply activity is emphasized. Physical Education as content is also the focus (health, nutrition, sportsmanship, rules of the game and exercise).~~

~~Students also focus on a year long specialized career studies curriculum called Pathways in order to enable students to see the connection between their current learning and future work. The curriculum is based on career majors and connecting school work and learning with the future. Pathways is standards based and highlights grade specific content that is taught in Spanish in grades TK-3 and in English in grades 4-8.~~

~~Positive Character Education~~

~~Imagine Schools, Riverside County uses the principles of effective character education, as described by Dr. Thomas Lickona (1991) as basic principles for its character development program, called “CHARACTER COUNTS!” “Character Counts” is integrated throughout the curriculum throughout. It is incorporated in the teacher lesson plans, subject content, school assemblies, teacher modeling, etc. The “Character Counts” curriculum is taught in English. The program includes but is not limited to the following:~~

- ~~• The teacher as a caregiver, model, and mentor~~
- ~~• The classroom as a democratic community~~
- ~~• Activities that promote values and ethics~~
- ~~• Encouraging moral reflection~~
- ~~• Discussion of issues and answers, problems and solutions~~
- ~~• Conflict resolution and students as mediators~~
- ~~• Parent and community involvement~~
- ~~• Learning to serve and serving to learn~~

~~Evidence is mounting that CHARACTER COUNTS! improves not only student behavior, but also academic performance. Program participation is meant to promote self control and self confidence. Through the development of character, students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)~~

~~The CHARACTER COUNTS! program focuses on six core ethical values in developing good character:~~

~~1. Trustworthiness • Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country~~

~~2. Respect • Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, no bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements~~

~~3. Responsibility • Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices~~

~~4. Fairness • Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly~~

~~5. Caring • Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need~~

~~6. Citizenship • Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment~~

~~In practice, for some students the goal in character development is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. The aim is that strength, courage, health and knowledge emerge for all students who are nurtured and supported. Therefore, students learn that there are logical consequences for bad decisions. The discipline system is grounded on the notions of personal responsibility and restitution. For instance, a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child or otherwise spend time helping the other child. We believe that parents and the Charter School must work together as a team on a united front to ensure success for students.~~

~~Character development units are implemented in the ISNP Curriculum. As an example, in Language Arts, student reflection is a critical part of fostering deep understanding of what it means to display good character. Students choose a maxim or quotation that they find particularly meaningful and reflect in an essay on how that maxim applies to their lives and/or the world around them. The essays provide insight into how students connect truths about character to situations in their own lives, especially through their most difficult experiences.~~

~~Dual Language Immersion~~

~~Imagine Schools, Riverside County's dual language immersion program is a rigorous academic curriculum in which the target language (Spanish) is used as the vehicle of instruction, not the focus. Monthly thematic units integrate the curriculum, making the target language more meaningful to the students and provide the students with enough exposure to practice, use and extend his/her vocabulary. These monthly thematic units are based on Common Core State Standards in both English and Spanish. In the beginning grades, Spanish becomes the vehicle of instruction. Language planning is an essential component of instruction time so that teachers do not switch language of instruction. Boundaries according to time and day guide instructional time to help students develop high level proficiency in both languages. English Language Development is taught daily from TK through eighth grade. English literacy is taught according to the instructional plan outlined for each grade level (see description~~

below). Qualified teachers that are fully biliterate serve as strong language models in both English and Spanish. Teachers receive dual language professional development, observe outstanding dual language program and attend the annual 2-Way CAFE and CAFE conferences. Teachers receive mentoring in dual language best practices to prepare them to implement effective dual language instructional practices. In a dual language immersion program, students learn their second language similar to the way in which they acquire their first language. Dual Language Immersion classrooms promote second language acquisition by recreating the conditions that are present in the home where the children learn their first language. This process involves building trust, providing language models, encouraging interaction, giving feedback and creating a genuine purpose for language use. For all students, language is learned best when it is the medium of instruction rather than the exclusive goal of instruction. In dual language immersion settings, students learn language while learning content, because there is a real need to communicate while engaged in content related tasks.

Special attention is paid to grouping students since research on successful Dual Language Immersion programs indicates that classrooms should include a balance of students from the non-English and English backgrounds who participate in instructional activities together. ISRC's goal is to achieve that balance between primary English speakers and non-native English speakers. We have made progress on this goal over the past several years. The Center for Applied Linguistics (2002) recommends a language balance that approximates near equal proportions, with each language group making up between one-third and two-thirds of the total student population. As shown above, ISCR enrolls students from CUSD and HUSD, which have very different English Learner populations, so we expect the balance at the two schools to reflect those percentages. For both schools, ISRC serves a larger percentage of English learners than the districts in which they are located. The overall goal of the program is to maintain this linguistic balance in each classroom to promote student success.

Each grade bases its instruction on the Common Core English Language Arts Standards and the English Language Development Standards. Spanish Language Arts may be taught according to the Common Core State Standards equivalent to the *Estandares Estatales Comunes de California*. This document is the equivalent of Common Core English Language Arts Standards and incorporates Spanish grammar and phonics. The *Common Core Language Arts Content Standards: Side by Side (Grade K-6)* will be guide and align K-6 English Language Arts, Spanish Language Arts and English Language Development Common Core State Standards for planning and instruction. A major goal of Imagine Schools, Riverside County is for students from both English-speaking and Spanish-speaking backgrounds to develop high levels of academic proficiency in both written and oral English and Spanish across the curriculum. In an effort to accomplish these goals, Imagine Schools, Riverside County teachers will develop a school-wide schedule for maximizing learning in the core subjects as aligned by the Common Core State Standards. The dual immersion model used will be determined by stakeholders, school leadership and in response to student assessment data. In addition, the ISRC model will be based on the guiding principles of dual language instruction, as described briefly above.

Currently, the ISRC, Coachella and Hemet campuses implement the 90/10 model, as described below: Kindergarten 90/10 (Spanish/English)

Spanish: (90%) Reading, Language Arts, Math and Social Studies, PLUS Science English/IFEP: (10%) ELD daily for English learners (Art and Music integrated), PE/Health (10%) ELA daily for English Proficient students (Art and Music

~~integrated), PE/Health~~

~~First Grade 80/20 (Spanish/English)~~

~~Spanish: (80%) Reading, Language Arts, Math and Social Studies, PLUS Science English/IFEP: (20%) ELD daily for English learners (Art and Music integrated), PE/Health (20%) ELA daily for English proficient students (Art and Music integrated), PE/Health~~

~~Second Grade 70/30 (Spanish/English)~~

~~Spanish: (70%) Reading, Language Arts, and Social Studies, Math, PLUS Science English/IFEP: (30%) ELD/English Language Arts daily for English learners (Art & Music integrated), Math and PE/Health (30%) ELA daily for English proficient students (Art & Music integrated), Math and PE/Health~~

~~Third Grade 60/40 (Spanish/English)~~

~~Spanish: (60%) Reading, Language Arts, and Social Studies English/IFEP: (40%) ELD/English Language Arts daily for English learners (Art & Music integrated), Math, PLUS Science and PE/Health (40%) ELA daily for English proficient students (Art & Music integrated), Math, PLUS Science and PE/Health~~

~~Fourth – Eighth Grade 50/50 (Spanish/English)~~

~~Spanish: (50%) Reading, Language Arts, and PLUS Science English/IFEP: (50%) ELD daily for English learners (Art & Music integrated), Math, PE/Health and Social Studies (50%) ELA daily for English proficient students (Art & Music integrated), Math, PE/Health and Social Studies~~

~~Content areas in grades 2-8 such as Math, Social Studies and PLUS Science may alternate from English to Spanish on a semester basis.~~

~~PLUS Daily Enrichment Activities: All students will receive 50% of yearly enrichment classes in English and 50% in Spanish.~~

~~All TK-3rd grade students are assessed using the DIBELS and IDEL tests to measure students' reading skills in both English and Spanish. The instructional program will use Specially Designed Academic Instruction in Spanish ("SDAIS") to enhance lessons and make them more meaningful to students. These strategies assure access to the core curriculum and facilitate the development of academic Spanish. The same instructional model will be applied to English instructional time. Specially Designed Academic Instruction in English ("SDAIE") will be an integral component of the instructional program. Teachers will receive extensive research-based professional development opportunities as is appropriate for dual immersion model programs. In addition to GLAD, SDAIS and SDAIE methods students will participate in the instructional components described in the Spanish and English Language Arts and Math section of the proposal. Students' linguistic and academic development will be monitored on a regular basis. Assessing students' linguistic ability in both languages upon entry to the program will allow linguistic~~

development to be measured on an on-going basis and to determine the range of differentiated instruction that will be provided to students.

Program Duration

Research shows that students need at least seven years to fully develop both conversational and academic proficiency in the second language (Hakuta, 2001 and Genesee, 2003). Also, according to a Thomas & Collier study (2003), the strongest predictor of second language student achievement is the amount of formal first language schooling. Therefore, a dual language immersion program's goal is to offer native language instruction in declining amounts over time, providing continuity in students' cognitive growth, thereby laying the foundation for academic success in the second language. Basically, what this means is that once students understand the content, they can transfer that knowledge into their second language. Lindholm-Leary (2001) found that students who had 10% or 20% of their instructional in English scored as well on English proficiency as those in English Only programs and as well as those in 50:50 dual language programs. As a result, Imagine Schools, Riverside County is a self-contained TK through 8th grade program. Having such a program provides students the opportunity to fully develop biliteracy skills. This also allows students to be in smaller classes. Because students are in a continuous program for a longer time, it also allows for more accurate longitudinal studies of their progress in a dual language immersion program.

English Language Development

ISRC has taken many intentional steps to improve our ELD program, as described below.

As noted above, ISRC has a scheduled designated ELD time for EL students in each grade level. Annually, the charter school conducts a deep needs assessment to reevaluate current practices, program delivery and alignment to the ELA/ELD Frameworks. Students' ELPAC progress and amount of time to redesignate is also analyzed as well as benchmark data to develop a comprehensive ELD program. The ISRC lead team composed of lead teachers, vice principal and principal conducted a comprehensive needs assessment to reevaluate the curriculum program for students during designated ELD time. The team sought the advice of Riverside County Office of Education assist with the needs assessment and evaluation of current curriculum program for English Learners in a dual immersion program. The discussions included a review of walkthrough and feedback data from observations conducted by admin and academic coach as well as the FPM team's feedback.

A deep review of the current dual immersion program with a 90/10 program model had to be conducted to understand the needs of the EL students during the designated ELD block of time. The team utilized the CA ELA/ELD Frameworks and reviewed guidance from the state to schools that are dual immersion. After reviewing the research and the frameworks the team decided that ISRC teachers were in need of professional development on the new ELD standards as well as lesson development. The team reviewed the current curriculum and realized that teachers were not utilizing the complete curriculum sections focused on ELD. The team concluded that the curriculum does include resources to teach key foundational skills to learn English. However, the teachers have not utilized it or have been provided with training to be able to take advantage of these resources. The team concluded that a deep understanding of the ELD standards was needed to teach foundational skills during the Designated ELD time so students grasp skills necessary for them to engage in more complex text as they progress to the upper grades. The training will also be provided for instructional aides so that they can further support students through the intervention program.

Professional Development

Administrators and teachers at Imagine Schools, Riverside County have the unique opportunity to grow as professionals in an innovative environment. Staff receive ongoing professional development on campus to develop a quality two-way immersion program. The focus is on the separation of languages for instruction to meet specific needs of the students. The staff and administrators at Imagine Riverside County have engaged in various opportunities focused on successful dual immersion programs. The staff participate in annual Association of Two-Way & Dual Language Education ("ATDLE"), National Association for Bilingual Education ("NABE") and California Association for Bilingual Education ("CABE") conferences.

The goal of ATDLE is to provide professional development and technical support for Two-Way Immersion & Dual Language programs throughout the state of CA and the U.S. Their primary focus as an organization is to provide technical assistance to new and existing TWBI/DL schools, charter programs and districts by planning effective staff development opportunities. They provide teaching students two languages, how to immerse students in the second language and the use of strategies such as cognates to learn a second language. Initially, Imagine Riverside County teachers and administrators received training provided by Rosa Molina, Executive Director of ATDLE.

NABE has existed since 1975 and has been a non-profit membership organization that works to ensure that language-minority students have equal opportunities to learn English and succeed academically. NABE's priorities include: Improving instructional practices for linguistically and culturally diverse children; providing bilingual educators with more high-quality professional development opportunities; securing adequate funding for the programs serving limited-English-proficient students; and keeping the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms.

CABE's priorities include: Professional development provided throughout the year on topics board members need to be knowledgeable of. Resources for dual language and bilingual programs as well as updates on policies and political arenas are areas and supports provided for teachers and administrators.

Teachers and administration at ISRC are selected to participate in these conferences with the plan that research, resources and best practices are utilized to provide training for the rest of the school staff. The separation of languages for instruction promotes language development. Although the English and Spanish components of the school day are taught at distinctly separate times, all students have the opportunity to be both first language models and second language learners. Teachers develop the strict discipline of monolingual delivery of instruction in either Spanish or English. The separation of languages is a key component of developing bilingualism and biliteracy.

Building a Professional Learning Community

Imagine Schools Riverside County will create a Professional Learning Community (PLC) in which teachers can create a truly collaborative environment. The PLC provides teachers the opportunity to work with like-minded individuals with an underlying commitment to professionalism, collaboration and constant learning. All teaching staff will be trained in the implementation of PLC and will be active participants. A professional learning community is characterized by:

- Shared mission, vision, values and goals
- Collective inquiry

- Collaborative teams
- Action research orientation
- Continuous improvement
- Results orientation

The PLC is supported by professional development opportunities, teacher collaboration/planning and coaching. Teachers will meet in grade cohorts to triangulate student data to identify areas of need and standards students have not mastered. Cohorts will develop a set of detailed action plans that outline a data-based, student achievement improvement plan in English language arts and math. Teachers will allocate three hours each week to develop lesson plans and action plans based on the data they receive from both benchmark and summative assessments as well as attendance. See Appendix A for a sample 6th grade attendance plan and achievement action plan.

Structured time for professional development and collaboration will be built into the calendar. Key elements of professional development at ICIS will include identifying instructional needs through data analysis; differentiated professional development for teachers at different levels of experience; and providing time and resources for teachers to share and reflect on best practices. Specific areas of focus will include:

- Content, strategies and implementation of the State Standards;
- Collaborative planning on bilingual education, technology and standards-based curriculum; and
- Examining student work.

Staff development topics will address the needs of individual students, target groups and the whole school. To build in-house expertise on a variety of topics, funds will be allocated in the budget for teachers to attend outside workshops and institutes. Teachers will be expected to share knowledge and skills acquired from workshops and institutes with their colleagues.

Professional development opportunities and trainings will focus on the following topics including, but not limited to:

- Common Core mathematics and language arts instruction
- Student collaboration and academic discussions
- Implementation of assessments and data analysis to drive instruction
- ELPAC testing and
- Training on designated and integrated ELD strategies
- GLAD and high rigor/EL & Kagan strategies
- Implementation of Anchor Charts and Scoreboards in the classroom to monitor student progress.
- Implementation of Direct Instruction, Close Reading Strategies, Student Engagement Strategies, Questioning Strategies with increased DOK, use of graphic organizers
- Full day training on data analyses and development of grade level action plan for each grade level twice a year at the time beginning of year and mid-year after all DIBELS, STAR and curriculum assessments results are received
- Development of Curriculum Pacing Guides for ELA and Math
- Center for Intervention (CTI) program for all teachers
- Curriculum network and leader meetings at the Riverside County Office of Education for administrators
- English Learner Strategies/Increasing Rigor Collaborative strategies

~~In addition, ISRC will contract with RCOE staff to provide professional development for teachers on the ELD framework as well as developing lessons during the designated ELD block of time. Progress and implementation will be measured through assessments as well as walkthroughs with growth feedback and grade-level discussions/meetings. The goal is to provide continued support and coaching for teachers as they design lessons for ELD-designated time and to ensure fidelity to the program and review student assessment results, triangulating findings and refining when needed.~~

~~Annual Goals and Actions in the State Priorities~~

~~As described below in Elements 2/3, ISRC provides a reasonably comprehensive description of its annual goals, actions and measurable outcomes in the state priorities in its Local Control and Accountability Plan (<https://imagriv.entest.org/pdfs/2019-2020-LCAP.pdf>). See section "Annual Goals and Actions in, and Student Outcomes aligned with, the State Priorities" in Elements 2/3.~~

~~Students Who Are Academically Low-Achieving~~

~~Students who have been academically low-achieving are defined as any student who is nearly meeting standards (Level 2) or not meeting standards (Level 1) on the California Assessment of Student Performance and Progress ("CAASPP"), Spanish and English Language Arts Program Assessments, ELPAC or scoring less than 80% on any interim assessment. The ultimate goal at Imagine Schools, Riverside County is to focus on achieving academic proficiency in the Common Core State Standards through prevention, intervention and acceleration for all students. If one believes that all children can learn at high levels and achieve their full potential, then alternatives and support services within the educational environment must be provided for these children. Our intention is to create an environment in the classroom that is risk-free and developmentally-oriented. It is also our objective to close the achievement gap. In order to do this, student learning must be accelerated at every level through a rigorous instructional program.~~

~~The rigor is critical given that students are working toward developing proficiency in two languages including listening, speaking, reading and writing. The understanding that students' knowledge may not be fully reflected on standardized exams since they are instructed in Spanish, but standardized tests are administered in English we will take into account the outcomes on a variety of exams in both English and Spanish to accurately measure student academic development. The process will assist educators from determining second language development issues from challenges in the learning processing. If our goal is to only make one year's progress in one year, the gap will at best stay the same or at worst grow from year to year. Our approach will be diagnostic in nature with appropriate targeted academic interventions. Imagine Schools, Riverside County will have a variety of student support services (support groups, character development, differentiated instruction, and parent education) and will continue to augment and add necessary services as the student needs dictate and funding sources allow. Retention will be the last step after all strategies have been exhausted.~~

~~For those students who do not achieve Common Core Grade-Level Standards in the Subject-Matter Content Areas, CAASPP or standardized test benchmarks in Spanish and English Language Arts Program and Math Assessments through the mainstream educational program, the following interventions are offered:~~

~~Differentiated Instruction~~

~~Differentiated instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. To accommodate a wide range of instructional needs, teachers plan for small-~~

group instruction and 1-on-1 instruction. Differentiated instruction is implemented throughout the regular school day across content areas. The Charter School's paraprofessionals facilitate the differentiated instruction. These individuals work with small groups and 1-1 as well as supervise whole group learning while the teacher works with the students needing the most attention. To further ensure the success of all students, teachers receive professional development around Universal Design for Learning (UDL) using the selected curriculum. Below are some examples of how UDL looks in a classroom:

1. Posted Lesson Goals—Having goals helps students know what they are working to achieve.
2. Assignment Options—In a traditional classroom, there may be only one way for students to complete an assignment. With UDL, there are multiple options.
3. Flexible Work Spaces—UDL promotes flexibility in the learning environment. Spaces that are quiet for individual work, space for small group work, and group instruction are some examples.
4. Regular Feedback—With UDL, students receive feedback, many times daily, on how they are doing.
5. Digital and Audio Text—UDL allows students to access information in alternate formats. If students cannot access information they cannot

Multi-Tiered System of Supports (MTSS)

ISRC has implemented a system-wide Multi-Tiered System of Supports for all students. This framework is an umbrella that includes Response to Intervention and Positive Behavioral Intervention and Supports. MTSS is a tiered system that supports every student with core instruction known as Tier I. Some students need supplemental instruction, which is referred to as Tier II and a small cohort of student receive the most intensive intervention and supports, known as Tier III. This tiered system is used for academic as well as behavioral supports.

ISRC's MTSS tiered system also includes:

- Alignment to the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift includes setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive interventions.
- Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
- Integration of interventions and instructional support systems so that positive changes are sustainable and based on Common Core Standards.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings

This process will provide intervention and educational support at increasing levels of intensity based on a students' individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The MTSS process will have three tiers that build upon each other. Each tier will provide more and more intense levels of support. As an example, Tier I will include high quality instruction in the general education classroom including differentiation and use of diagnostics (see Element 3 below for more details). Tier II will include additional targeted, supplemental

instruction/interventions and will include the SST process. Tier III will include supports such as intensive interventions, IEP or 504 plans. The Charter School will develop and implement interventions to meet the individual needs of students. See below for additional details on strategies and supports in the Academically Low Achieving Students section.

The implementation of MTSS allows for focus on Common Core Standards, differentiated and student-centered learning where all students' needs are addressed. The systems in place create alignment of systems between all students' academic, behavioral, and social success. The systems of support include the interventions within the RtI processes, supports for Special Education, Title I, Title III, as well as supports for English Learners, American Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Response to Intervention

Response to Intervention (RtI) is a process that provides intervention and educational support at increasing levels of intensity based on a students' individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The RtI process has three tiers that build upon each other. Each tier provides more and more intense levels of support. Tier I includes high quality instruction in the general education classroom including differentiation and use of diagnostics (see Element C below for more details). Tier II includes additional targeted, supplemental instruction/interventions and includes the SST process. Tier III includes supports such as intensive interventions, IEP or 504 plans. The Charter School will develop and implement interventions to meet the individual needs of students.

The table below outlines the steps taken to support academically low achieving students.

SLP Steps	Actions	Timeline	Resources
Step 1	Students identified through screening	Within 40 school days of student enrollment or being identified as needing intervention	Teacher assessments and pre SST forms completed
Step 2	SST team meets	Within 20 school days of identification.	Parents, 2 teachers, admin, SST forms, list of interventions
Step 3	Interventions start	60 school days	Tutors, volunteers, teachers, parents, admin, technology,
Step 4	SST team meets to evaluate progress	Within 20 days after interventions are in place	Teachers, parents, admin, SST forms.
Step 5	New interventions in place (if necessary)	60 school days	Tutors, volunteers, teachers, parents, admin, technology
Step 6	Refer for special ed testing with school psychologist	After SST process and interventions	Teachers, parents, admin, school psychologist.

~~For students referred for or with an existing Individualized Education Program ("IEP") this process will follow and will be further discussed under the section below regarding serving students with disabilities.~~

~~"At Promise" Student Support Services & Interventions Flow Chart~~

~~1. Classroom Teacher Conducts Spanish and English Assessment & Observations • Running Records~~

- ~~• Concepts of Print~~
- ~~• Letter ID~~
- ~~• Behavioral Observations – referrals~~
- ~~• Cumulative folder check for test scores previous SSTs, existing IEP, etc. • Other~~

~~2. Classroom Teacher Attempts & Documents Classroom Modifications~~

- ~~• Contracts~~
- ~~• Changes in Work Load~~
- ~~• Preferential Seating~~
- ~~• Management Strategies~~
- ~~• Differentiation~~
- ~~• Other~~

~~3. Classroom Teacher Makes Referral for Student Support Services~~

- All Referrals Will Be Submitted to the Principal
- SST (for academic, behavior, or social/emotional concerns)
- Speech Observation

- Mentoring and Tutoring (in both English and Spanish)

4. If SST Referral for Spanish or English academic, behavior, or social/emotional concerns • A Meeting will be convened that includes administrators, parents, teachers, others • A parent/guardian/family interview

- Student interview
- SST #1 scheduled and held
- Interventions implemented
- SST #2 or other follow-ups scheduled and held
- New interventions in place if needed
- Assessment plan for testing for Special Education (SPED) eligibility—signed by parent/guardian
- SPED assessments implemented (Speech, psychological, cognitive)
- Initial IEP held to determine eligibility
- IEP plans and goals created; services provided
- Annual Assessment or more frequent via addendum

5. If Speech Referral, an observation will be scheduled with the speech therapist. • Determination to assess student for speech services made by speech therapist • Assessment plan for testing for SPED eligibility—signed by parent/guardian • SPED assessments implemented (Speech, psychological, cognitive)

- Initial IEP held to determine eligibility
- IEP plans and goals created; Services provided
- Annual Assessment or more frequent via addendum

6. Mentoring and Tutoring determinations will be made based on student Spanish and English assessment data, SST and intervention strategies.

- Interventions implemented

A variety of intervention programs and strategies will be employed in Spanish and English to foster success for a student in the SST process. Below is a list of interventions which is by no means exhaustive:

- After-school intervention classes
- Mentoring and tutoring (in both English and Spanish) program
- Parent volunteer program for one to one support
- Small group instruction and one to one support from the teacher
- Instructional software program for use at school and home
- Parent nights to train Spanish and English speaking parents in how to help their struggling student
- In-class instructional strategies such as visual aides, guided reading, textbooks on video and a variety of other methods
- List of resources for tutoring services and local tutor programs (in both English and Spanish) in the community
- Student placed in a standard level appropriate class with parent permission only

~~As a part of the parent/school agreement, students identified as “at risk” in one or more subject areas will be required to seek academic support. Students will be identified using multiple assessments in English and Spanish such as the Diagnostic Reading Assessment, math assessments, portfolio, and CAASPP scores in third through eighth grades.~~

~~The earlier students are identified and supported in their learning struggles the greater the potential success of the individual student. Students who are identified as having gaps in learning will be entered into the SST process and the following intervention programs.~~

~~**Mentoring program**—Each teacher will be responsible for mentoring at least two students each year. Students can be referred by teachers or parents because of low achievement, social or behavioral needs. If there are more referred students than staff, a priority list based on need will be established by the principal. Mentors will regularly make weekly contact with their mentee during school hours and will provide moral support. Mentored students not doing his/her own personal best on any assignment or assessment will be sent to talk to their mentor. On the contrary, any student who exhibits exemplary behavior or exhibits commendable effort or success on any academic assignment or assessment will also be sent to share the information with their mentor. Mentors will publicly acknowledge students accomplishments during school wide events and gatherings.~~

~~**Intervention plan**—Any student who is below grade level or at risk of failure by the first conference period will be put on an intervention plan. Parents will receive a bi-weekly report from teachers which must be signed and returned the following day. Failure to return the form will trigger a call home by the teacher for follow up. The administrator or teacher will call home if these follow up efforts fail.~~

~~Parents also play a vital role in intervention at these schools. Among their roles is tutoring students.~~

~~**After school supports**—An after school homework program will be open for students who need help to complete their homework. The program will provide extra tutoring in English and Spanish by a staff member, parent volunteers and student tutors.~~

~~Students Who Are Academically High Achieving~~

~~Imagine Schools, Riverside County is committed to the acceleration of learning for all students.~~

~~Therefore, all students achieving above grade level as measured by interim assessment in English and Spanish, regardless of Gifted and Talented Education (“GATE”) designation, will receive appropriate academic extensions within the classroom. Student’s identification should not be based on just one factor. Achievement, intelligence quotient (“IQ”), ability, and other test scores; motivation; parent/guardian, student, and teacher recommendations; classroom observations; and portfolio assessment are some of the possible factors a school may use to identify students achieving above grade level. Teachers will designate any modifications they are making for students who are academically high achieving on the lesson plan form. Those students who are high achieving can master core course work requirements readily, and will have ample opportunity for additional enrichment study and/or more in-depth projects.~~

~~An example of an in-depth project would be a fourth grade student, who will do research and complete a report called a living history. The student will examine the profile of a living person, who is able to recall historical events and share a piece of their own history. The student will conduct an interview with a person who was born in 1960 or earlier. The student will describe historical events that the interviewee lived through and write a two page report on their findings. This report will be written in~~

~~essay format, two pages in length, not a mere question and answer format. Also, the student will present a poster displaying a timeline of the history and events that the interviewee has lived through such as important people, inventions, political elections, wars, etc.~~

~~High achievers will also be given the opportunity to participate in enrichment activities in the curriculum such as acceleration, technology, and the arts. A student will accelerate to a higher standards classroom if his/her assessments demonstrate mastery at the current level. This acceleration will also take place with parent/teacher/administrator meetings involving the current teacher and a teacher from the level above. Differentiation will occur within and across grade levels to ensure that high achievers and GATE students are appropriately challenged.~~

~~Serving Students with Disabilities~~

~~Overview~~

~~Imagine Schools, Riverside County shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").~~

~~Imagine Schools, Riverside County shall be categorized as a local educational agency in the El Dorado County Charter special education local plan area in accordance with Education Code Section 47641(a). Imagine Schools, Riverside County shall comply with all state and federal laws related to the provision of special education instruction and related services and all El Dorado County Charter Special Education Local Plan Area ("SELPA") policies and procedures, and shall utilize appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.~~

~~Imagine Schools, Riverside County shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities, and shall not limit an eligible student's full participation in the educational and extra curricular programs.~~

~~Section 504 of the Rehabilitation Act~~

~~Imagine Schools, Riverside County recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.~~

~~A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any~~

~~behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:~~

~~Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.~~

~~Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.~~

~~Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.~~

~~The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.~~

~~If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.~~

~~The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.~~

~~All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short term substitutes and that he/she review the 504 Plan with a long term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.~~

~~Services for Students under the IDEA~~

~~Imagine Schools, Riverside County shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School is an independent Local Education Agency ("LEA") and a member of the El Dorado County Charter SELPA pursuant to Education Code Section 47641(a).~~

~~The Charter School will adopt its own policies and procedures which will align with SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.~~

~~The Charter School agrees to promptly respond to all SELPA inquiries, and to comply with SELPA directives. The Charter School will be exclusively responsible for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification and implementation).~~

~~The following description aligns with the El Dorado County Charter SELPA policy and State and Federal law, and is provided by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter School.~~

~~Staffing~~

~~All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in in-service training relating to special education by the Charter School and/or the SELPA.~~

~~The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection by the County.~~

~~The Charter School may contract for some or all of its special education services through a State approved nonpublic agency or agencies. The Charter School anticipates that as the Charter School expands the feasibility of employing full or part-time special education teachers and staff increases, thus allowing for the Charter School to limit the number of contracted services required once the Charter School is at full growth.~~

~~Response to Requests~~

~~The Charter School shall promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.~~

~~The Charter School shall follow all applicable state and federal law prior to imposing discipline upon a student with a disability.~~

~~Identification and Referral~~

~~The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will adopt and implement policies and procedures to align with SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by Imagine Schools, Riverside County for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.~~

~~The Charter School will follow child find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.~~

~~Assessments~~

~~The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall work to obtain parent/guardian consent to~~

~~assess Charter School students. In accordance with Education Code Section 56320, 20 USC 1414, and 34 CFR 300.304, assessments and other evaluation materials used to assess students:~~

~~Are selected and administered so as not to be discriminatory on a racial or cultural basis; Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;~~

- ~~• Are used for the purposes for which the assessments or measures are valid and reliable; • Are administered by trained and knowledgeable personnel; and~~
- ~~• Are administered in accordance with any instructions provided by the producer of the assessments.~~

~~Further, Imagine Schools, Riverside County shall ensure:~~

- ~~• Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.~~

- ~~• Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).~~

- ~~• The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;~~

- ~~• Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.~~

- ~~• The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.~~

- ~~• Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.~~

~~IEP Meetings~~

~~The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.~~

~~IEP Development~~

~~The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be its own, exclusively. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.~~

~~The Charter School shall ensure its IEP teams address each of the considerations listed in Education Code Section 56341.1.~~

~~The Individualized Education Program shall include designated instruction and services (as defined by Education Code Section 56363) as necessary to provide a free appropriate public education. As per Education Code Section 56363, "designated instruction and services" is~~

~~defined in alignment with the term "related services" under the IDEA to mean "transportation, and such developmental, corrective, and other supportive services (including speech language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identification and assessment of disabling conditions in children.~~

~~IEP Implementation~~

~~The Charter School shall be responsible for implementation of IEPs and supervision of services. The Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.~~

~~Interim and Initial Placements of New Charter School Students~~

~~For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.~~

~~Non-Public Placements/Non-Public Agencies~~

~~If the IEP team determines a nonpublic placement or nonpublic agencies are necessary to provide a free appropriate public education, the Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law and SELPA policies and procedures including but not limited to convening IEP team meetings, providing prior written notice, and/or seeking additional assessments in response to the requests.~~

~~Non-discrimination~~

~~It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.~~

~~Parent/Guardian Concerns and Complaints~~

~~The Charter School shall adopt policies and procedures in alignment with SELPA policies as they apply to responding to parental concerns or complaints related to special education services.~~

~~The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.~~

~~The Charter School shall timely schedule meetings with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend.~~

~~The Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. The Charter School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office for Civil Rights or any other agency.~~

~~Due Process Hearings~~

~~The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. In the event that the Charter School determines that legal representation is needed, it shall select appropriate legal counsel.~~

~~SELPA Representation~~

~~The Charter School shall represent itself at all SELPA meetings.~~

~~English Learners~~

~~Imagine Schools, Riverside County strives to ensure all legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.~~

~~Imagine Schools, Riverside County assures proper placement options, access to grade level "core curriculum" utilized in instruction, monitoring, evaluation, and communication regarding ELs and the rights of students and parents.~~

~~Home Language Survey~~

~~The Charter School administers a home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). The registrar submits all HLS to the EL coordinator to evaluate for initial ELPAC assessment for students that are initially enrolling in ISRC. If a student has not been in California schools initially, the EL coordinator and registrar obtain child's language history and assess the need for an annual assessment.~~

~~English Language Proficiency Assessment Testing~~

~~All students who indicate that their home language is other than English will be ELPAC tested within thirty days of initial enrollment* and at least annually thereafter between July 1 and October 31* until re-designated as fluent English proficient. The ELPAC will be utilized to determine which students require EL services, their proficiency level and shall be utilized as one tool for reclassification.~~

~~Imagine Schools Riverside County notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the ESEA for annual English proficiency testing.~~

~~The ELPAC Initial Assessment is used to identify students as either an English Learner, or as fluent in English, and is administered only once during a student's time in the California public school system. The IA testing window will be year round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.~~

~~The ELPAC Summative Assessment is administered to ELs every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.~~

~~The ELPAC will be utilized to determine which students require EL services, their proficiency level and shall be utilized as one tool for reclassification.~~

~~Reclassification Procedures~~

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

- ~~• Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.~~

- ~~• Participation of the pupil's classroom teachers and any other certificated staff with direct~~

~~⁴The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.~~

~~responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.~~

- ~~• Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.~~

- ~~• Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age~~

~~that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.~~

~~The Charter School will follow CDE recommendations regarding reclassification criteria. Strategies for English Learner Instruction and Intervention~~

~~Teachers at Imagine Schools, Riverside County will have the unique opportunity to grow as professionals and to develop as leaders. In addition to the requirement that teachers are appropriately credentialed under Education Code Sections 47605.6(l) and 47605.4, teachers will be provided professional development.~~

~~The English Language Development curriculum will follow the Common Core English Language Development ("ELD") Standards. The National Geographic, Hampton Brown Avenues: All Avenues Lead to Success in Language, Literacy and Content Core ELD will be used to teach and assess Charter School students. The *Common Core Language Arts Content Standards: Side by Side (Grade K-6)* will be guide and align K-6 English Language Arts, Spanish Language Arts and English Language Development Common Core State Standards for planning and instruction. The aligned instructional materials have been selected from the State Board Adopted Instructional Materials. Student progress will be monitored on a quarterly basis and recorded on student profile cards.~~

~~Staff members possess the Certificate of Completion of Staff Development which authorizes a veteran teacher to provide ELD and/or Specially Designed Academic Instruction in English to English Learners. In addition to maintaining a specialized certificate or other appropriate training which teachers of EL students must possess, teachers may be trained in Project Guided Language Acquisition Design ("GLAD") to help students reach English language proficiency.~~

~~GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language.~~

~~GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high-level, academic language and literacy. During the staff development, teachers are provided with the instructional strategies, the theory and research that support the model, and the curriculum model that brings these all together in the context of County (or relevant school district) and state frameworks and the Common Core State Standards. The second part of the training is a demonstration session in the classroom where the model is demonstrated with students.~~

~~GLAD is a United States Department of Education, Office of Bilingual Education and Minority Languages Affairs ("OBEMLA"), Project of Academic Excellence; a California Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform~~

~~Design, and training model for five Achieving Schools Award Winners. It was the recommended K-8 project by the California State Superintendent of Schools for teachers of English learners. It is also highlighted as a California Department of Education "Best Practices" program for Title III professional development funding.~~

~~The learning environment will value the student, provide authentic opportunities for the use of academic language, maintain the highest standards and expectations for all and foster voice and identity. Moreover, professional development time will be dedicated each year to the understanding of~~

~~language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regards to the needs of second language learners.~~

~~Professional development will include training in the Proficiency Level Descriptors (“PLD”) as well as the Common Core State Standards.~~

~~The English Language Development curriculum will follow the CCSS ELD Standards. The PLDs will be used as the overarching goal of the instruction delivered in the classroom.~~

~~The PLDs provide an overview of stages of English language development that English Learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will be utilized to guide teachers and curriculum used during ELD instruction as well as differentiated instruction in academic content areas.~~

~~It is important to note that the PLDs describe an aligned set of knowledge, skills and abilities at each proficiency level that reflect a linear progression across the levels. The levels assist in monitoring student progress in presentation and understanding.~~

~~An EL at any given point along his or her trajectory of English learning may exhibit some abilities at a higher proficiency level while exhibiting other abilities in a different area.~~

~~The organization of the PLDs represents English Language Development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding with lifelong language learning that all users engage in. There three stages of English Language Development, describing expectations for how well students can understand and use language at each level as they continue to build on existing language skills and knowledge.~~

~~Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.~~

~~Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.~~

~~Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English~~

~~Monitoring and Evaluation of Program Effectiveness~~

~~The Charter School evaluates the effectiveness of its education program for ELs by:~~

- ~~• Adhering to Charter School adopted academic benchmarks by language proficiency level and years in program to determine annual progress.~~
- ~~• Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.~~
- ~~• Monitoring student identification and placement.~~

- ~~Monitoring parental program choice options.~~
- ~~Monitoring availability of adequate resources.~~

~~Home/School Collaboration~~

~~Before families enroll, they must fully understand the components of the program model and attend an orientation meeting held in Spanish and English. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This will also give parents an opportunity to have any questions answered and talk to other parents that already have students in the program. We ask that all families who join the program are ready and willing to support the efforts of the Charter School. Imagine Schools, Riverside County will make accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting.~~

~~Parents will be strongly encouraged to attend regular parent meetings designed to keep them informed of what is happening at Imagine Schools, Riverside County. Because all the teachers are bilingual, our Spanish-speaking parents will have an increased opportunity to keep close communication with the teachers. This level of trust that parents feel towards teachers translates into increased parent participation with their child's education as well as all school functions.~~

~~Parent involvement is essential, (McLaughlin, 1996) so family outreach is a central component of the educational program. Families participate in governance in two Parent Advisory Committees. They participate in school support through a Family Association (similar to PTA) and volunteer around campus in everything from assisting teachers to gardening and fundraising. Families also are drawn into the learning by taking part in special family-centered science, technology, cultural, and math events. The Imagine Schools, Riverside County dual language immersion program will promote parental participation which will take place in the school and home setting. Students enrolled in dual language programs by the very nature of the program have been enrolled by parents that are seeking a unique educational experience for their children. These parents want their children to be bilingual and biliterate and to have cross-cultural experiences that prepare them to live in a diverse global society. Imagine Schools, Riverside County dual language parents will be more involved in their children's education and more apt to support their children educational experience. Parents will volunteer to participate in school setting. Parents will volunteer to assist the teacher in supporting the instructional program in the classroom and spending extra time at home supporting their child's learning. Parents are fully informed that their children need to devote significant effort towards their academic success. Parents are true partners in their children's educational endeavors.~~

~~In accordance with Education Code Section 47605.6(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.~~

~~Specific Contacts with Parents~~

~~Parents, students, and staff collaborate in developing and monitoring individual student progress. At Imagine Schools, Riverside County, we do many things to collaborate and communicate with parents and students, including, but not limited to: Progress Reports, Phone Blasts, Monthly Calendars, Academic Parent Teacher Team ("APTT"), Parent Conferences, Back to School Night, Renaissance Home Connect, PowerSchool Parent Portal, SST), IEPs, 504 Plans, Parent Teacher Organization ("PTO"), English Learners Advisory Committee ("ELAC"), and School Site Council.~~

~~Progress Reports are a daily and weekly communication tool with parents to provide them with updates on behavior and academics.~~

~~Phone Blasts and Monthly Calendars are used to communicate events that are happening at the Charter School including testing windows, award assemblies, and parent events.~~

~~APTT, Parent Conference, Back to School Night: During APTT, grade levels meet to identify a skill that their grade level needs to focus on. Teachers then train parents, analyze student data, and develop goals for their individual children. They also provide parents with activities that they can do at home to focus on that specific area. A follow-up meeting takes place after ninety days to review the outcome of the strategy and to monitor student progress. At this meeting, parents and teachers discuss other possible interventions to help students at home, and also to set future goals. Parent conferences are useful to communicate individual student data, such as academics and behavior. Back to School Night provides teachers and parents with an opportunity to get to know each other and to become partners in the learning of their child. Teachers also provide parents with emails, school phone numbers, and cell phone numbers for effective communication throughout the year.~~

~~Renaissance Home Connect and PowerSchool Parent Portal are great resources for parents to monitor student grades, behavior, and academic progress.~~

~~SSTs, and IEPs, and 504 Team meetings are meetings that are individualized based on students' needs. In SSTs we focus on students who are having academic, behavioral or attendance issues. IEPs are meetings held for students that are receiving special education and related services. Both of these meetings involve parents, teachers and administrators who come together to develop a plan of action for the students. 504 Team meetings are held to develop a plan for a student who is in need of specific modifications, such as a student diagnosed with a medical condition.~~

~~PTO, ELAC, and School Site Council hold monthly meetings in which all stakeholders collaborate to plan activities, discuss budget, develop single plan for student achievement, and improve academic programs and facilities.~~

~~Bell Schedule and Instructional Minutes~~

~~Below are sample bell schedules for the Coachella and Hemet campuses. Sample academic calendars for both campuses are included in Appendix B.~~

Sample Regular Day

Grade Level	Ingress A.M. RECESS	LUNCH/INDOORS	P.M. RECESS Dismissal
TK and Kindergarte n	8:00-9:05-9:15	10:40-11:11:20	1:25-1:35-3:00
First Grade	8:00-9:30-9:40	11:10-11:50	1:45-1:55-3:00

Second Grade	8:00-9:45-9:55	11:40-12:20	1:55-2:05-3:00
Third Grade	8:00-9:55-10:00	11:40-12:20	2:05-2:15-3:00
SDC	8:00-10:05-10:15	12:10-12:50	2:05-2:15-3:00
Fourth Grade	8:00-10:05-10:15	12:10-12:50	2:05-2:15-3:00
Fifth Grade	8:00-10:15-10:25	12:10-12:50	No PM Recess 3:00
Sixth Grade	8:00-10:15-10:25	12:35-1:15	No PM Recess 3:00
Seventh Grade	No AM Recess	12:35-1:15	No PM Recess 3:00

~~Sample Early Release Day~~

Grade Level	Ingress A.M. RECESS	LUNCH	P.M. RECESS-Dismissal
TK and Kindergarten	8:00-9:00-9:10	10:00-10:30	No PM Recess 12:00
First Grade	8:00-9:10-9:20	10:35-10:55	No PM Recess 12:00
Second Grade	8:00-9:30-9:40	11:00-11:20	No PM Recess 12:00
Third Grade	8:00-9:40-9:50	11:00-11:20	No PM Recess 12:00
SDC	8:00-9:50-10:00	11:20-11:40	No PM Recess 12:00

Fourth Grade	8:00-10:00-10:10	11:20-11:40	No PM Recess 12:00
Fifth Grade	8:00-10:10-10:20	11:20-11:40	No PM Recess 12:00
Sixth Grade	8:00 No AM Recess	11:40-12:00	No PM Recess 12:00
Seventh Grade	8:00 No AM Recess	11:40-12:00	No PM Recess 12:00

The table below describes annual instructional minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instructional Minutes per Day	Number of Dismissal Days	Number of Early Dismissal Days	Number of Instructional Minutes per Day	Number of Instructional Minutes per Day	Number of Instructional Minutes per Day	Number of Instructional Minutes per Day	Total Number of Instructional Days	Minutes Required per State Law	Total Number of Instructional Minutes	Number of Instructional Minutes Above / Below State Requirement
TK /K	Yes	161	360	5	220	14	210			180	36000	62000	26000

1	Yes	161	360	5	220	14	210			180	504 00	620 00	116 00
2	Yes	161	360	5	220	14	210			180	504 00	620 00	116 00
3	Yes	161	360	5	220	14	210			180	504 00	620 00	116 00
4	Yes	161	360	5	220	14	210			180	540 00	620 00	800 0
5	Yes	161	370	5	220	14	210			180	540 00	636 10	961 0
6	Yes	161	370	5	235	14	220			180	540 00	638 25	982 5
7	Yes	161	380	5	235	14	220			180	540 00	654 35	114 35
8	Yes	161	380	5	235	14	220			180	540 00	654 35	114 35
9	No									0	648 00	0	- 648 00
10	No									0	648 00	0	- 648 00
11	No									0	648 00	0	- 648 00

12	Ne									0	648 00	0	- 648 00
---------------	---------------	--	--	--	--	--	--	--	--	---	----------------------	---	---------------------------

Revised Element 1 - Added in Full

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: *The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [Education Code Section 47605.6(b)(5)(A)(i)]*

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. [Education Code Section 47605.6(b)(5)(A)(ii)]

Our Mission, Vision, and Goals

The mission of Imagine Schools, Riverside County is to prepare a student population in a culturally inclusive learning environment with curriculum delivery through a dual language immersion format. In doing so, we believe each child will be equipped with the skills and knowledge to achieve their fullest potential in preparation for college.

The vision of Imagine Schools is that all students will possess the knowledge, skills and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

The primary goals of Imagine Schools are to:

- Focus on student mastery in English and Spanish language arts utilizing Common Core State Standards (“CCSS”).
- Focus on student mastery in the understanding and application of mathematical computation, problem solving and concepts.
- Focus on positive character development measured by positive changes in behavior and worldview.
- Provide academic proficiency in two languages (English and Spanish).
- Develop cross-cultural competence.
- Enable pupils to become self-motivated, competent, and lifelong learners.

Whom We Serve

Imagine Schools serves as a school of choice for families throughout Riverside County. Imagine Schools is designed to attract families throughout Riverside County to our two campuses by offering a unique educational program, specifically designed to meet students’ needs. Schools implements a dual language immersion program designed to attract students desirous of learning or

maintaining Spanish language fluency. The educational program focuses on student academic proficiency, utilizing the CCSS, Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as the “State Standards”), along with positive character development. With these elements, students of Imagine Schools are both academically prepared to take on opportunities as well as overcome any obstacles, ensuring they are on a path for higher education and high-quality careers.

Imagine Schools enrolls students in grades transitional kindergarten (“TK”)-8th grade at two campuses, one in Coachella and one in Hemet. A child is eligible for TK if they have their fifth birthday between September 2nd and December 2nd.

Parents from across Riverside County choose to send their children to Imagine Schools. For the Coachella campus, about 70% of our students come from Coachella Valley Unified School District and about 30% come from Desert Sands Unified School District. In Hemet, 70% of students come from Hemet Unified School District and about 30% from San Jacinto Unified School District. The table below shows the demographic breakdown for students across all districts as compared to Imagine Schools.

2024-25 Enrollment by Subgroup

School	SED	EL	Hispanic	SWD
Imagine Schools, Riverside County (LEA)	74%	37%	95%	10%
Imagine Schools, Coachella campus	77%	42%	100%	10%
Coachella Valley USD	93%	42%	98%	12%
Desert Sands USD	77%	20%	76%	12%
Imagine Schools, Hemet campus	76%	26%	90%	9%
Hemet USD	86%	13%	68%	15%
San Jacinto USD	85%	16%	77%	14%

(Source CDE Dataquest and ed-data.org - percentages vary slightly based on source; campus data is reflective of the 2025-26 versus 2024-25 school year)

Imagine Schools serves a diverse student population. Given Imagine Schools’ students come from neighboring districts, it is not unexpected that Imagine Schools’ student demographics are, in most ways, comparable. As the table above demonstrates, overall, Imagine Schools as an LEA serves a

student population that is made up of predominantly socioeconomically disadvantaged students, although at a slightly lower overall percentage than Coachella USD (~17% less), and Hemet and San Jacinto USDs (~10%), but comparable to Desert Sands USD. Imagine Schools serves a population of about 37% English Learners. At a campus level, the percentage is comparable to Coachella USD but about double the percentages at Desert Sands, Hemet, and San Jacinto USDs. Imagine Schools overwhelmingly serves Hispanic students (95%), which is comparable to Coachella USD but, on average, 10-20% higher than Desert Sands, Hemet, and San Jacinto USDs. Imagine Schools' population of students with special needs is 10% and generally aligned with neighboring districts, although Hemet and San Jacinto USDs serve closer to 15%.

Projected Enrollment

The tables below show enrollment for Imagine Schools Coachella and Hemet campuses by grade for the 2025-26 school year and projected enrollment each year of the proposed charter term. TK classes maintain the required 1:10 student/adult ratio. K classes maintain the required 1:24 ratio. 1st-5th grade classes generally have between 22-30 students and 6th-8th grade classes average 25 students. Both campuses have an approximate capacity of between 880-900 students.

Imagine Schools Coachella Projected Enrollment					
Grade Level	2027-28	2028-29	2029-30	2030-31	2031-32
TK	60	60	60	60	60
K	72	72	72	72	72
1 st Grade	90	90	90	90	90
2 nd Grade	90	90	90	90	90
3 rd Grade	90	90	90	90	90
4 th Grade	90	90	90	90	90
5 th Grade	96	90	90	90	90
6 th Grade	101	100	100	100	100
7 th Grade	90	101	100	100	100
8 th Grade	104	100	101	100	100
Total Enrollment	883	883	883	882	882

Imagine Schools Hemet Projected Enrollment					
Grade Level	2027-28	2028-29	2029-30	2030-31	2031-32
TK	60	60	60	60	60
K	72	72	72	72	72
1 st Grade	90	90	90	90	90
2 nd Grade	90	90	90	90	90
3 rd Grade	93	90	90	90	90
4 th Grade	96	93	90	90	90
5 th Grade	113	96	93	90	90
6 th Grade	96	113	100	100	100
7 th Grade	88	96	113	100	100
8 th Grade	78	88	96	113	100
Total Enrollment	876	888	894	895	882

Imagine Schools may open additional campuses and shall seek a material revision of the charter petition from the County Board when it proposes to establish operations at any additional sites, consistent with Education Code Section 47605.6(a)(3). See Element 4, Facilities, for additional information on additional campuses.

What It Means to Be an Educated Person in the 21st Century

The world has become a global marketplace with ever-expanding sources of information, technology and advancement. We have evolved from a performance-based society, where the adult practiced what was learned in school, to a learning society. Children need to develop flexible sets of abstract learning and coping tools and skills. It is vital that students “learn how to learn” in our dynamically changing nation and world.

An educated person in the 21st century will require a solid grounding in academics including the fundamental skills and their application: biliteracy (English and Spanish), mathematics, science, social sciences, the arts, and leadership. They will need critical thinking skills to search for solutions to a wide variety of problems. They will need to be willing to expose themselves to success and failure by taking risks. They will need practical ability to define problems, determine steps to find solutions, and then implement these solutions.

Students will need to be effective communicators in English and Spanish with strengths in listening, speaking, reading, and writing, with the ability to collaborate and lead effectively in their community.

Educated people in the 21st century will be capable and will perceive themselves as capable, with realistic perceptions of their individual strengths and weaknesses.

An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society.

An educated person in the 21st century will know that learning and life are meaningful and joyful. They will understand the value of participating in the community around them to improve it. They will understand civic duties and the glorious opportunities afforded to us under democracy. Twenty-first century students will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.

An educated person in the 21st century must be proficient in using technology. All students will need to be successful in the information-rich global society that has emerged. Our aim is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high-speed highways and learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.

How Learning Best Occurs

Instruction is defined as “the purposeful direction of the learning process.” Learning best occurs when there is a central set of research-based methods of instruction. In order to guide the learning process, Imagine Schools programming includes three research-based anchors:

- *State Standards-Based* - Learning best occurs when there is a rigorous instructional program utilizing the State Standards. State Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Imagine Schools implements curricula that adheres to the State Standards adopted by the California State Board of Education. More information about our instructional program can be found in the [Description of the Education Program](#) section.
- *Biliteracy Development* - Learning best occurs in a dual language immersion program in which students develop listening, speaking, reading and writing proficiency in English and Spanish. The goal of the dual language program is to offer students an additive bilingual program that develops bilingualism, biliteracy, grade level achievement, and multicultural competency. More information about our dual language immersion program can be found in the [Dual Language Immersion](#) section.
- *Development of Character* - Learning best occurs through the development of character, where students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. More information can be found in the [Positive Character Development](#) program section.

Dual Language Immersion (“DLI”)

DLI Program Characteristics

High-quality DLI programs, such as the one at Imagine Schools, share a set of characteristics that research and practice consistently link to strong academic, linguistic, and equity outcomes in elementary and middle school.

- *Clear and Coherent Program Model* - Imagine Schools has a clearly articulated “90/10” model (more information can be found in the [90/10 model](#) section) that specifies how instructional time is allocated between English and Spanish across grade levels. Language allocation is intentional and consistent, with explicit plans for how content areas are taught in each language and how the program evolves from elementary into middle school. Spanish language is used as a medium for rigorous academic instruction, not simply for language practice, and the program is designed for long-term participation rather than short-term exposure.
- *Commitment to Additive Bilingualism* - Imagine Schools’ DLI program is grounded in an additive bilingual philosophy that values multilingualism as an asset rather than a remediation strategy. Program structures and practices are designed to avoid deficit framing or linguistic hierarchies.
- *Aligned Curriculum and Materials and Rigorous Instruction in Both Languages* - Imagine Schools’ curricula and instructional materials are high quality, standards-aligned, culturally sustaining, and aligned across languages and grade levels. Rather than relying on direct translation, Imagine Schools uses materials originally developed in each language or thoughtfully adapted to preserve linguistic and cultural integrity (more information about our curricula and materials can be found in the [Description of the Educational Program](#) section). Vertical alignment from elementary through middle school ensures that students continue to develop academic language and content knowledge in both languages without redundancy or gaps. Teachers use research-based pedagogical strategies for implementing the curriculum and integrating language and content instruction, such as explicit vocabulary development, structured oral language practice, and purposeful academic discourse.
- *Qualified and Well-Supported Teachers* - Imagine Schools’ core content teachers are fully bilingual and biliterate in Spanish, with strong content knowledge and receive specialized training in immersion and second language pedagogy (more information can be found in the [Professional Development](#) section). Imagine Schools invests in ongoing professional learning focused on dual language instruction, collaboration across language strands, and alignment across grade levels.
- *Family and Community Engagement* - Imagine Schools actively engages families as partners and honors the linguistic and cultural assets of the community. Communication with families is accessible in both languages, and our schools provide guidance on how families can support bilingualism at home (more information can be found in the [Home/School Collaboration](#) section).

DLI Research

A substantial body of research over the last 10-15 years shows that high-quality DLI programs, implemented with fidelity, are an effective educational model. DLI programs promote high levels of academic achievement, bilingualism, and biliteracy for both English learners and native English speakers, while also supporting long-term educational equity and multilingual competence in an increasingly global society.

Research consistently shows that students in DLI programs perform as well as or better than their peers in English-only programs on standardized measures of academic achievement. Longitudinal studies indicate that while some students—particularly English learners—may show slower growth in English literacy during the earliest grades, these differences diminish over time. By upper elementary and middle school, students in DLI programs typically match or exceed the performance of peers in English-only settings in English reading, writing, and mathematics (Thomas & Collier, 2002; Valentino & Reardon, 2015).

For English learners specifically, the evidence is particularly robust. DLI programs support more rapid long-term English development and higher academic achievement than transitional bilingual or English-only instructional models. English learners in DLI programs are more likely to be reclassified as English proficient, demonstrate stronger literacy skills in both languages, and show sustained academic growth across content areas (Valentino & Reardon, 2015; Umansky & Reardon, 2014). These outcomes challenge earlier assumptions that instruction in a home language delays English acquisition and instead align with linguistic research showing that strong first-language development supports second-language learning (Cummins, 2000).

Beyond general academic outcomes, research also demonstrates that DLI programs are highly effective at promoting bilingualism and biliteracy. Students who remain in DLI programs through the elementary grades typically develop functional to high levels of proficiency in both languages, including reading and writing. This level of biliteracy is rarely achieved through traditional world language instruction and represents a distinct advantage of immersion-based models (Genesee et al., 2006; Howard et al., 2018).

Importantly, research finds no evidence that developing proficiency in a second language compromises students' native-language development (Bialystok, 2018).

In addition to academic outcomes, researchers have highlighted broader educational and social benefits of dual language immersion programs. These include increased cross-cultural competence, positive attitudes toward linguistic diversity, and more inclusive school environments (Howard et al., 2018; García & Kleifgen, 2018). Dual language programs have also been identified as a promising strategy for narrowing long-standing achievement gaps, particularly when programs are equitably designed and accessible to students from diverse socioeconomic and linguistic backgrounds (Thomas & Collier, 2012).

90/10 Model

Imagine Schools uses a Dual Language Immersion model to deliver its educational model. Imagine Schools implements a 90/10 model which is outlined below.

Grade (Spanish/English %)	Subjects in Spanish	Subjects in English
TK/Kindergarten (90/10)	Spanish Language Arts Math Social Studies Science Visual Arts Physical Education	English Language Arts ELD (for ELs)
1st (80/20)	Spanish Language Arts Math Social Studies Science Visual Arts	English Language Arts ELD (for ELs) Physical Education
2nd (70/30)	Spanish Language Arts Social Studies Science Visual Arts Physical Education	English Language Arts Math ELD (for ELs)
3rd (60/40)	Spanish Language Arts Social Studies Science Visual Arts	English Language Arts Math ELD (for ELs) Physical Education
4th (50/50)	Spanish Language Arts Social Studies Visual Arts Physical Education	English Language Arts Math Science ELD (for ELs)
5th (50/50)	Spanish Language Arts Social Studies Visual Arts Physical Education	English Language Arts Math Science ELD (for ELs)

6th-8 th (50/50)	Spanish Language Arts Social Studies Visual Arts Physical Education Other Electives	English Language Arts Math Science ELD (for ELs)
--------------------------------	---	---

Content areas in grades 2-8 may alternate from English to Spanish on a semester basis, or at the middle school level, based on teacher Spanish fluency.

Description of the Educational Program

In the last several years, Imagine Schools adopted new curricula for all core subjects. All curricula are approved by the State Board of Education and/or aligned to State Standards and relevant state frameworks.

English Language Arts

Imagine Schools uses HMH's English literacy programs, *Into Reading* (K-5) and *Into Literature* (6-8). These curricula provide research-based, comprehensive K-8 literacy instruction focusing on foundational skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) and critical analysis, blending print with digital tools for personalized learning, varied texts, and differentiated support for all learners, anchored in text-based discussions and writing across genres, all accessible through the HMH Ed platform.

Key Curricular Components

- Research-Based Foundation: Built on principles of structured literacy and the Science of Reading, emphasizing explicit, systematic instruction in foundational skills.
- Core Curriculum:
 - *Into Reading* (K-5): Focuses on early literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension with rich texts, discussions, and writing.
 - *Into Literature* (6-8): Develops reading, writing, speaking, and listening for deeper analysis of complex texts, with a focus on student agency and choice.
- Key Literacy Pillars: Explicitly teaches the five essential components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
- Instructional Approach:
 - Academic Discussion: Daily opportunities to engage with texts and ideas.
 - Text-Based Analysis: Develops close reading, citing sources, and critical thinking.
 - Scaffolded Writing: Supports the writing process across genres with models and tools like Writable.
 - Personalization: Adaptive technology and differentiated small-group instruction address individual student needs.

- Digital Integration: A blend of print and digital resources via the HMH Ed platform for lesson plans, assessments, and professional learning.
- Family Engagement: Includes resources like “Family Room” (virtual resources) to support at-home learning in multiple languages.
- All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessments tools. This screening continues, annually, for all students through the second grade [Education Code Section 53008].

Spanish Language Arts

Imagine Schools uses HMH’s *¡Arriba la Lectura!* This K–6 Spanish language arts curriculum is the Spanish counterpart to HMH’s *Into Reading*, designed for dual-language/biliteracy programs, providing authentic Spanish texts and research-based instruction to build Spanish reading, writing, and communication skills, focusing on foundational literacy (phonics, vocabulary, fluency) and knowledge building through thematic units, guided by experts like Alma Flor Ada, and featuring culturally relevant materials and tools for teachers and diverse learners.

Key Curricular Components

- Purpose: Develops successful Spanish readers and writers, supporting biliteracy goals.
- Authentic Materials: Uses high-quality, culturally relevant texts by native Spanish speakers, unlike simple translations.
- Structure: Organized into thematic modules with essential questions, anchor charts (Carteles didácticos), and text-specific, high-level questions.
- Research-Based: Grounded in the Science of Reading, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, with Spanish-specific skills.
- Integration: Fosters connections between reading, writing, speaking, and listening, with daily practice and academic discourse.
- Teacher Support: Includes ready-to-teach lessons, differentiation tools, graphic organizers, and specific support for multilingual learners.
- Dual Language Support: Offers "equity plus" features for bilingual settings, not just a translated version, allowing for growth in both Spanish and English when paired with *Into Reading*.

Imagine Schools uses Vista Higher Learning’s *Descubre* program for its 7-8th grade Spanish Language Arts curriculum. *Descubre* prepares students for AP Spanish, immersing them in authentic language and culture through a rich blend of texts, video, audio, and interactive online learning that helps teachers and students connect with the language and culture in even more meaningful ways.

Key Curricular Components

- Six-step instructional design: *Descubre* is built around a research-based, proven instructional design (context, vocabulary, media, culture, structure, and skill synthesis).
- Can-Dos and IPAs (International Phonetic Alphabet): Redesigned lesson openers with clearly labeled Essential Questions, Can Do Goals, and IPA contexts, as well as a cultural focus on products, practices, and perspectives.

- News and Cultural Updates: Carefully curated, authentic resources from across the Spanish-speaking world—from online newspaper articles to TV news segments. Each selection includes a scaffolded activity sequence leveled for built-in differentiation.
- Enrichment libraries: A collection of trade books to expose students to different reading proficiency levels with rich and authentic content thematically related to the basal program.

English Language Development

Imagine Schools uses HMH's *English 3D* to support English language development and proficiency for multilingual learners. English 3D focuses on high-leverage vocabulary, syntax, and writing skills through daily, interactive, and issue-based instruction, suitable for newcomers and long-term learners.

Key Curricular Components

- Designed for English learners in Grades K–12, including specialized courses for newcomers ("Language Launch") and LTELs in Grades 4–12.
- Emphasizes academic vocabulary, complex syntax, and language functions necessary for academic success across content areas.
- Features consistent, 30–60 minute daily routines focusing on speaking, listening, reading, and writing.
- Utilizes "Issue Books" with engaging, relevant topics, paired with "Language & Writing Portfolios" for interactive, collaborative work.
- Includes formative assessments ("Daily Do Now"), unit tests, and performance-based rubrics, with data tracking available.
- Leverages asset-based teaching, scaffolding, and contrastive analysis to boost student confidence and proficiency.

Math

Imagine Schools uses HMH's Math curriculum, *Into Math* (K-8, Algebra 1, Geometry, Algebra 2). This curriculum focuses on deep conceptual understanding, procedural fluency, and application through a research-based "build, connect, apply" lesson structure, integrating real-world connections and performance data via HMH Performance Suite.

Key Curricular Components

- Personalization: Adaptive practice via Waggle provides customized skill-building.
- Data and Assessment: Integrated formative and summative assessments provide real-time insights.
- Teacher Support: Streamlined planning, editable presentations, differentiation tools, and professional development resources.
- Math Talk: Encourages student discourse, collaboration, and a positive math mindset

Imagine Schools uses HMH's *¡Arriba las Matemáticas!*, a Spanish-language/dual-language math curriculum (K-8), built on the *Into Math* framework. This curriculum offers culturally relevant materials,

visual models, and digital tools to support Spanish speakers, immersion, and equitable math learning, focusing on conceptual understanding, real-world data, and adaptive practice for diverse needs.

Key Curricular Components

- **Equitable and Immersive:** Designed for immersion and dual-language programs, providing parity with the English *Into Math* program.
- **Culturally Responsive:** Features mentor texts, multicultural materials, and authentic datasets to connect math to students' lives.
- **Visual Models and Digital Tools:** Uses research-based visual models and digital tools to build understanding from concrete to abstract.
- **Data-Driven Support:** Integrates with HMH's Performance Suite and Personalized Path for real-time assessment and targeted intervention (Tiers 1, 2, 3).
- **Core Curriculum:** Aligns with *Into Math*, featuring structured lessons (Spark, Learn Together, Check Understanding, etc.) and connected concepts.
- **Teacher Support:** Offers Spanish planning guides, professional learning cards, and AI tools for lesson customization and translation.
- **Student Experience:**
 - **Interactive Practice:** Student Central provides games and digital models for extra practice.
 - **Adaptive Learning:** Waggle offers personalized practice to address individual skill gaps

Science

Imagine Schools uses HMH's *Into Science* (K-5) and *Science Dimensions* (6-8) curriculum.

Into Science is NGSS-aligned, focusing on phenomenon-driven learning, using a 5E model (Engage, Explore, Explain, Elaborate, Evaluate) and the Claims, Evidence, Reasoning ("CER") framework for deep sensemaking, blending hands-on activities with digital tools like simulations for interactive, three-dimensional science learning that builds scientific literacy and connects to real-world applications.

Key Curricular Components

- **Phenomenon-Based Storylines:** Lessons revolve around engaging, real-world phenomena to drive student inquiry.
- **Three-Dimensional Learning:** Integrates Disciplinary Core Ideas ("DCI"), Science and Engineering Practices ("SEP"), and Crosscutting Concepts ("CCC").
- **Activity-Before-Content:** Students learn by doing science through hands-on investigations and digital simulations.
- **Claims, Evidence, Reasoning:** Teaches students to construct scientific arguments, a core part of sensemaking.
- **Digital and Print Integration:** Offers a blended approach with digital resources (e-books, videos, interactive assessments) and print materials.
- **ELA Integration:** Supports science reading and writing skills, fostering cognitive growth.
- **Social-Emotional Learning ("SEL"):** Embeds SEL competencies to build student confidence and agency.

- STEM and Engineering Focus: Incorporates engineering design challenges.

Science Dimensions is built on the NGSS three-dimensional learning framework, emphasizing inquiry, real-world relevance, and technology to develop scientific literacy through Scientific & Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts, using the 5E model (Engage, Explore, Explain, Elaborate, Evaluate) with hands-on labs, digital resources, and collaborative projects to foster critical thinking and problem-solving.

Key Curricular Components

- Integrated Digital and Print: Offers interactive digital textbooks, virtual labs, multimedia, and traditional write-in worktexts.
- Strong NGSS Alignment: Ensures comprehensive coverage of standards with tools for teachers to track student progress across the three dimensions.
- Collaborative Learning: Promotes teamwork and communication of scientific ideas.
- Differentiated Instruction: Provides resources for diverse learners, including support for struggling students and challenges for advanced learners.
- Technology Integration: Uses simulations, digital assessments, and online resources to enhance engagement and provide immediate feedback.

Imagine Schools uses HMH's *¡Arriba las Ciencias!*, a Spanish-language science curriculum (K-8), mirroring *Into Science* by focusing on phenomenon-based learning, the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate), and research-based pedagogy to build deep conceptual understanding and scientific practices, using real-world contexts, hands-on activities, and integrated ELA to foster scientific thinking in Spanish.

Key Curricular Components

- Spanish-First Transadaptation: Content is thoughtfully adapted (not just translated) by experts to ensure scientific vocabulary and context are appropriate for Spanish speakers.
- Integrated ELA: Combines science with ELA through "Phenomenal Readers" (stories about phenomena) and activities, especially in K-2, using familiar story formats like the Cuento FUNomenal Flip Chart.
- Embedded Assessment: Supports higher-order thinking with formative and summative checks, helping teachers gauge understanding and provide support.
- Digital and Hands-On: Offers flexible digital tools alongside physical materials, including "90-Second Science" short experiments and videos.

Social Studies

Imagine Schools uses HMH's *Into Social Studies* (K-6) and *HMH Social Studies* (6-12). *Into Social Studies* focuses on foundational concepts, community, mapping, and early history, integrating non-fiction content and literacy goals. *HMH Social Studies* is used to cover U.S. History (8th), World History (7th), and World Geography (6th) with continually updated content and current events through a digital-first approach. Both curricula are engaging, inquiry-based programs using digital tools, magazines, primary

sources, and HISTORY® content to build critical thinking, historical understanding, and civic skills, moving beyond textbooks with interactive elements like virtual simulations, customizable content, and updated current events to make learning dynamic and relevant for students.

The *HMH Social Studies* curriculum offers Spanish resources, including digital Spanish Student Editions for grades 6-8. Additionally, Spanish/English guided reading workbooks are provided, and *Into Social Studies* magazines (grades K-5/6) feature full Spanish versions.

Key Curricular Components

- **Inquiry-Based Learning:** Encourages students to ask questions, analyze evidence, and think like historians.
- **Interactive and Digital:** Uses digital assets, videos (HISTORY®), interactive maps, and simulations for active engagement, supporting various learning styles.
- **Engaging Content:** Features vibrant student magazines (Kids Discover), primary sources, and storytelling instead of dense textbooks.
- **Skill Development:** Fosters critical thinking, research, analysis, communication, and cultural awareness, preparing students for future studies.
- **Teacher Support:** Offers flexible instruction, instant feedback, and support for cross-curricular teaching, with resources available on the HMH Ed platform.

Imagine Schools uses McGraw Hill's *IMPACTO Estudios Sociales* (K-8) for Social Studies instruction that is in Spanish. *IMPACTO* is a fully native Spanish-language program explicitly designed to support dual-language learners. *IMPACTO* focuses on inquiry-based learning to help students develop the critical thinking skills of historians, geographers, and economists. It is fully aligned to the College, Career, and Civic Life ("C3") Framework and focuses on building active, future-ready citizens.

Key Curricular Components

- **Inquiry-Driven Modules:** Instruction is anchored by Essential Questions and Lesson Questions. Students investigate high-quality primary and secondary sources, analyze evidence, and make vital connections between the past and present.
- **Built-in Scaffolding & Support:** The Teacher Edition offers robust, point-of-use supports specifically designed for ELs and students in dual-language immersion programs. This ensures students at varying levels of Spanish proficiency can access rigorous content.
- **Multicultural Perspectives:** Content features diverse voices and global viewpoints, enabling students to explore different cultures, demographic groups, and historical experiences.
- **Digital & Print Flexibility:** The curriculum offers interactive digital e-books, gamified learning, multimedia content, and print components like the *Inquiry Journal*. Integrated tools like *SmartBook* provide personalized, adaptive reading challenges to address individual learning gaps

Specials

All specials/electives, to include Health/Physical Education, Art, AVID, Drama/Theater, and Spanish language (middle school level), follow the respective California Subject Matter Frameworks and applicable statutes.

Pathways2Careers Career Explorer

Imagine Schools uses Pathways2Careers Career Explorer as a supplemental program which brings the four stages of career exploration (personal discovery, career awareness, career evaluation, and career preparation) to life. Career Explorer includes a breadth of structured, cross-curricular lessons and playlists including:

- Career Exploration Lessons: lessons that seamlessly integrate into core subject area classes through intentional cross-curricular design
- Career Story Playlist: Features authentic narratives from professionals across all 14 Career Clusters in the National Career Clusters® Framework, highlighting real-world pathways and experiences
- Employability Skills Playlist: A flexible, modular curriculum that enables educators to build essential employability skills critical for success in today's workforce, covering all 9 employability skills as defined by the US Department of Education
- Financial Literacy Playlist: Flexible curriculum that helps students build foundational financial literacy through career-connected learning

Transitional Kindergarten

Imagine Schools offers a Transitional Kindergarten (TK) program as the first year of a two-year Kindergarten program, which uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to Education Code Section 48000(f), the TK program curriculum is aligned to the California Preschool Learning Foundations developed by the California Department of Education. The Charter School will maintain the requisite classroom size, adult to pupil ratio, and credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.

Positive Character Education

Imagine Schools uses the Character.org Framework for Schools (adopted network-wide in 2023–24) as the foundation for our character development program. This framework guides both campuses in creating caring, ethical learning communities where character and academics grow hand in hand.

As part of the adoption process, both schools held meetings and distributed surveys to families to identify which character traits were most important to our communities; the following were selected:

- Creativity – Innovating, expressing ideas freely, and using imagination to solve problems.
- Open-mindedness – Valuing diverse perspectives, embracing feedback, and learning from others.
- Responsibility – Owning our actions, choices, and learning; doing what is right even when no one is watching.
- Respect – Treating others, ourselves, and our environment with dignity and kindness.
- Empathy – Seeking to understand and support others with compassion.

These traits are deeply woven into the fabric of daily school life and instruction. At both campuses, character development is not a stand-alone program, but a schoolwide culture supported by intentional structures and practices, including:

- *Daily character lessons and reflections that connect character traits to real-life applications and academic content.* Students engage in approximately 25 minutes a day dedicated to character education and broader social-emotional learning. During this time, each trait is explored deeply (for about a month). Teachers are provided with resources from Character.org.
- *Monthly assemblies and awards presentations.* Both campuses intentionally celebrate students who exemplify each trait in action and families are invited to participate in presentations.
- *Weekly newsletter features,* sharing stories, quotes, and family challenges that reinforce each character trait.
- *Integration into lesson plans, classroom discussions, and subject content,* ensuring character learning is authentic and relevant. Imagine Schools also participates in Imagine's national network's "Character Essay Contest" for grades 3-8.
- *Staff modeling and shared language,* with educators serving as mentors and guides in living out the traits.
- *Family and community engagement,* including parent education nights and service-learning opportunities that extend the character traits beyond the classroom.
- *External partnerships* which provide opportunity for student leadership, community service, and character development.

Through these experiences, students develop both moral character (traits such as empathy, and respect) and performance character (traits like creativity, and responsibility). They learn that their character is expressed through choices, relationships, and contributions to the school and broader community. At both campuses, behavioral expectations and the related discipline rubric/consequences are tied to the character traits. Students use character language in reflections on their own actions and their impact on others.

At the end of each school year, both campuses complete a comprehensive Character.org self-assessment, scoring their implementation on the Principles of Effective Character Education. This reflective process guides continuous improvement, ensuring that character education remains intentional and measurable. Both schools are working towards becoming a Character.org School of Character (a multi-year process). Of note, Imagine Schools' *Dicho y Hecho: Leadership and Character in Action* practice was selected by Character.org as a 2026 Promising Practice. This recognition highlights the meaningful impact of Imagine Schools' character development efforts and its alignment with Character.org's 11 Principles Framework for Schools.

English Learners

An English Learner is a student whose home language is not English and who has not yet attained full proficiency in English, as determined by a language survey and official assessment. These students

receive specialized services, including Integrated and Designated ELD, to improve their listening, speaking, reading, and writing skills while mastering academic content.

Imagine Schools has clear policies and procedures for the initial identification, assessment, and placement of students, ensuring consistent implementation and compliance in responding to our diverse multilingual learner community. Imagine Schools' process is aligned with the California English Learner Roadmap ("ELR") Policy.

1. Step 1: Home Language Survey – Upon initial enrollment in a California public school, families complete a Home Language Survey ("HLS") to determine if a language other than English is spoken at home, and if so, which language(s); that survey then becomes part of the student's Cumulative Permanent Record. The HLS is the first step to determine potential EL status and if a student needs an assessment of their English language proficiency for language assistance services. When Imagine Schools receives a student from another California district, the original HLS results are respected.
2. Step 2: Initial Assessment - When the Home Language Survey indicates a student's home language is not English (or in unique cases, educators observe a student predominantly using another language in class or requiring significant language support), Imagine Schools administers the Initial ELPAC within 30 calendar days. The Initial ELPAC determines if students are EL or are Initial Fluent English Proficient ("IFEP"). Qualified educators administer and score the assessment. Based on their performance on the ELPAC, students will be classified into one of three proficiency levels:
 - *Novice English Learners*: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support depending on familiarity with tasks and topics in social and academic contexts. This test performance level corresponds to the "emerging" proficiency level as described in the 2012 ELD Standards.
 - *Intermediate English Learners*: Students at this level have somewhat to moderately developed oral and written English skills. They use English to learn and communicate in meaningful ways but may require substantial to moderate support to communicate on less familiar tasks and topics in academic contexts. This test performance level corresponds to the entire "expanding" proficiency level and to the lower range of the "bridging" proficiency level as described in the 2012 ELD Standards.
 - *Initial Fluent English Proficient*: Students at this level have well-developed oral and written skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "bridging" proficiency level as described in the 2012 ELD Standards.

Of note, Imagine Schools continues administering the ELPAC to the EL student annually until reclassification occurs.

3. Step 3: Parent Notification - Parents are sent an initial notification letter as soon as the official ELPAC results are available. This letter includes the assessment results, information about the identification outcomes, and reclassification criteria in both English and the student's home language. Parents are also provided information about the language development programs to support instruction. Parents have the opportunity to opt out of ELD services if they wish, however the student maintains their status as an English Learner.

Once students are identified as EL, Imagine Schools implements, in alignment with the CA Department of Education requirements, two approaches to ELD instruction: integrated and designated.

- *Designated ELD* is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English Learners in developing critical English language skills necessary for academic content learning in English.
- *Integrated ELD* is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Integrated ELD includes EL targeted supports for ELs in accessing the content including providing graphics, pre-highlighted texts, providing information in smaller chunks, providing vocabulary supports, such as word walls.

Imagine Schools has time built into the daily schedule for Designated ELD instruction and uses HMH's *English 3D* to support English language development and proficiency for multilingual learners (this curricular description can also be found in the Educational Program section). *English 3D* focuses on high-leverage vocabulary, syntax, and writing skills through daily, interactive, and issue-based instruction, suitable for newcomers and LTELs.

Key Program Components

- Designed for English learners in Grades K–12, including specialized courses for newcomers ("Language Launch") and LTELs in Grades 4–12.
- Emphasizes academic vocabulary, complex syntax, and language functions necessary for academic success across content areas.
- Features consistent, 30–60 minute daily routines focusing on speaking, listening, reading, and writing.
- Utilizes "Issue Books" with engaging, relevant topics, paired with "Language & Writing Portfolios" for interactive, collaborative work.
- Includes formative assessments ("Daily Do Now"), unit tests, and performance-based rubrics, with data tracking available.
- Leverages asset-based teaching, scaffolding, and contrastive analysis to boost student confidence and proficiency.

Teacher Qualifications

The English Learner Authorization (previously known as the Cross-cultural Language and Academic Development (“CLAD”) Certificate) is required of all Imagine Schools’ teachers and enables them to provide specialized instruction to English Learners. Currently over 93% of teachers have this authorization (either embedded into their credential or added on) while the rest are actively enrolled in coursework to add the authorization. Of note, 70% of applicable teachers also hold the Bilingual authorization in Spanish (also known as the Bilingual CLAD or BASP). This additional layer of language expertise provides critical support to our ELs and is a unique feature of Imagine Schools.

All Imagine teachers are also certified to administer the ELPAC and receive ongoing training on ELD standards and teaching strategies. See the Professional Learning section for more information.

Reclassification

Students are reclassified as Fluent English Proficient (“FEP”) when they meet the four California-defined language proficiency and academic achievement criteria. Reclassification also refers to students being “exited” from needing ELD services. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

1. Criterion 1: *Language Proficiency Assessment* - Students must receive a performance level of 4 on the ELPAC Summative Assessment (administered annually to students with EL status) for reclassification and exit from the ELD program.
2. Criterion 2: *Teacher Evaluation* - Teachers provide feedback on a student’s proficiency within the academic setting.
3. Criterion 3: *Family Input* - Parents provide input on their child’s readiness for reclassification.
4. Criterion 4: *Basic Academic Skills* - Students must meet basic proficiency levels on key academic assessments such as the CAASPP or the STAR (Imagine Schools’ formative assessment).

Reclassified ELs’ progress is monitored for at least four years to ensure they are progressing academically without official ELD services and support.

Below are Imagine School’s reclassification rates for the last 3 years.

Year	% ELs meeting locally adopted Reclassification Criteria	Number of ELs Reclassified	Number of ELs	Overall Enrollment
2025-26	14.88%	82	551	1645
2024 - 25	3.94%	21	533	1455
2023 - 24	6.79%	36	530	1333
2022 - 23	3.09%	16	517	1300

Student Supports

Imagine Schools uses the Multi-Tiered System of Supports (“MTSS”), a proactive, school-wide framework designed to ensure every student receives the support they need to succeed. Through this model, Imagine Schools uses a variety of data to identify needs early and decide if a student needs more, less, or different support. MTSS aligns with Imagine Schools’ whole-child approach as it addresses academics as well as behavioral and social-emotional needs.

MTSS is based on a tiered system, anchored in tiers.

- Tier 1 (All students): High-quality, evidence-based instruction for all students, including those receiving special education services, those who are struggling, and those who need enrichment.
- Tier 2 (Some students): Small group interventions for students who need extra support in specific areas.
- Tier 3 (Few students): Intensive, individualized support for students with the highest needs.

Tier 1

Differentiated Tier 1 instruction recognizes students have diverse learning needs, strengths, and interests. Instead of using a one-size-fits-all method where every student is taught the exact same way, Imagine Schools’ teachers proactively adjust the content, process, products, and learning environment to help every student succeed. Differentiated instruction is designed to maximize learning for all students, including struggling learners, average learners, and those who benefit from enrichment/extension. Through intentional differentiation, explicitly written into daily lesson plans, teachers create small, flexible groups, offer varied materials, and provide different ways for students to show what they have learned.

Tier 2

Tier 2 provides targeted intervention for selected students on specific content. At Imagine Schools, intervention opportunities are embedded in the schedule, ensuring the school is always ready to respond to student needs.

- At the elementary school, teachers use STAR (our formative assessment tool) or various curricular assessments to determine which students may need additional support on specific skills and they create daily, brief intervention groups as applicable.
- At the middle school, teachers also use STAR or various curricular assessments to determine which students may need additional support on specific skills. Intervention is focused on targeted English Language Arts and math skills (with all core teachers supporting these two content areas). Each Wednesday students meet in homogeneous groups, based on data, to engage deeply on areas of focus for a 6-week cycle. At the end of the cycle, data determines if a student moves out of a particular group. For students who may not need additional support, enrichment opportunities are provided.

In addition to academic intervention, Imagine Schools also provides Spanish language intervention. Given the dual language model, core content is taught in Spanish, and Spanish language intervention is determined based on fluency needs and ensuring that all students can successfully access grade level content. Students receiving Spanish language intervention work closely with a fluent Spanish speaking staff member (usually an instructional aide) to continue to build foundational language acumen.

In addition to intervention supports which are provided broadly, Tier 2 supports also include the Pre-Student Success Team (“SST”) and SST processes. For students with more specific academic and behavioral needs, the following process is implemented:

- Teachers and specialized staff meet to discuss a student’s academic and behavioral concerns and determine appropriate accommodations and goals which can serve as embedded supports within the classroom.
- The SST team meets again in 6 weeks to discuss the student’s progress and determine if additional supports are needed within the classroom context. If so, additional accommodations and goals are discussed and agreed upon.
- If, despite implementation of additional accommodations and goals, the student is not making progress, the SST meets to propose a formal 504 plan or consider special education eligibility. Please see the Special Education Processes section for a detailed description of these steps.

Tier 3

Tier 3 provides intensive, individualized support for students with the highest needs through Imagine Schools’ special education services. Imagine Schools offers two special education settings:

- *Resource* - Students receive additional supports either within the classroom or in a pull-out resource setting (services are based on the least restrictive environment for the student). When students receive support within the classroom, a special educator provides additional support on accessing the curriculum through small group, individual assistance, and/or support in the application of accommodations. Students are not explicitly identified as receiving special education services and the special educator may provide additional support to all students in the classroom. For students who may receive supports in the resource setting, students work with the special educator for the assigned number of minutes in the Individualized Education Program (“IEP”) to both build foundational skills and more successfully access the grade level curriculum.
- *Special Day Classroom (“SDC”)* - Students who need to receive their core content in a separate setting to better support their needs are part of the services provided in the special day classroom. Students in this setting have a higher number of minutes designed to special education services, per their IEP, and benefit from more consistent small group and fully individualized instruction.

As part of the MTSS framework, Imagine Schools also provides specific behavioral supports to students.

- Each campus has a *full-time counselor* who provides both individual and whole group supports. Students may be referred for services by independently expressing need or by referral from a parent, teacher, or other staff member. The counselor is available for a continuum of individual issues from individual student needs to crisis interventions. The counselor also hosts “lunch bunches”, safe, small groups of students who come together in an informal setting to engage on a continuous basis. In addition, the counselor works closely with the classroom teacher and often provides full-class lessons on a range of social-emotional topics, in coordination with the

schools' character education programming. Finally, the counselor also provides workshops to families on supporting positive behaviors at home.

- Both campuses also have a *full-time school psychologist*. This psychologist provides IEP mandated emotional mental health related services (EMRS). The psychologist might also work collaboratively with the counselor to provide broader social-emotional and behavioral supports to students who are not identified with special needs.
- Both campuses also include *additional staff specifically designated to support students' social-emotional and behavioral success* including an assistant principal focused on culture, dean, and student support liaisons.

Serving Students with Disabilities

Imagine Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

Imagine Schools is categorized as a local educational agency in the El Dorado County Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). Imagine Schools complies with all state and federal laws related to the provision of special education instruction and related services and all El Dorado County Charter SELPA policies and procedures; and utilizes appropriate SELPA forms. Imagine Schools does not discriminate against any student with a disability in the admission process or any other aspect of operation.

Imagine Schools is solely responsible for its compliance with Section 504, IDEA, and ADA. Imagine Schools' facilities are accessible for all students with disabilities, and do not limit an eligible student's full participation in the educational and extracurricular programs.

Section 504 of the Rehabilitation Act

Imagine Schools recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian or adult with educational rights, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent/guardian or adult with educational rights for the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Imagine Schools' professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants including parents/guardians or adults with educational rights, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

Imagine Schools adopts its own policies and procedures which align with SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special

education programs and services and for responding to record requests and maintaining the confidentiality of pupil student records in compliance with FERPA and relevant state laws.

Imagine Schools agrees to promptly respond to all SELPA inquiries, and to comply with SELPA directives. Imagine Schools is exclusively responsible for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program development, modification and implementation).

The following description aligns with the El Dorado County Charter SELPA policy and State and Federal law and is provided by Imagine Schools for the sole purpose of providing a reasonably comprehensive description of the special education program.

Staffing

All special education services at Imagine Schools will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Imagine Schools' staff shall participate in in-service training relating to special education provided by the Charter School and/or the SELPA.

Imagine Schools is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Imagine Schools ensures that all special education staff hired are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection by the County.

Imagine Schools may contract for some or all of its special education services through a State approved nonpublic agency or agencies. All contracted agencies and service providers shall meet applicable state certification, credentialing, and licensing requirements and shall operate in full compliance with federal and state laws, SELPA policies, and Imagine Schools' procedures. Imagine Schools anticipates that as it expands, the feasibility of employing full or part-time special education teachers and staff increases; thus allowing for the Imagine Schools to limit the number of contracted services required once the schools are at full growth.

Response to Requests

Imagine Schools promptly addresses all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. Imagine Schools ensures that all legally required actions and timelines are followed in accordance with IDEA, Section 504, and applicable provisions of the Education Code. Written requests for assessment shall trigger statutory timelines as set forth under Education Code Section 56321 and related regulations.

Imagine Schools follows all applicable state and federal law prior to imposing discipline upon a student with a disability. Imagine Schools complies with all applicable state and federal laws and regulations

governing the discipline of students with disabilities, including those set forth in the IDEA, Section 504, and Education Code Sections 48915.5 and 48915.6. Prior to imposing any disciplinary action that constitutes a change of placement, Imagine Schools convenes the required team meeting to determine whether the conduct in question was a manifestation of the student's disability and to ensure continued provision of FAPE.

Identification and Referral

Imagine Schools has the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. Imagine Schools adopts and implements policies and procedures to align with SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred by Imagine Schools for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Imagine Schools follows Child Find procedures (differentiated by IEP and 504) to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Imagine Schools determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Imagine Schools works to obtain a parent/guardian or adult with educational rights' consent to assess students. In accordance with Education Code Section 56320, 20 USC 1414, and 34 CFR 300.304, assessments and other evaluation materials used to assess students:

- Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- Are provided and administered in the child's student's native language or other mode of communication and in the form most likely to yield accurate information on what the child student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer;
- Are used for the purposes for which the assessments or measures are valid and reliable;
- Are administered by trained and knowledgeable personnel; and
- Are administered in accordance with any instructions provided by the producer of the assessments.

Further, Imagine Schools ensures:

- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Assessments are selected and administered so as best to ensure that if an assessment is administered to a child student with impaired sensory, manual, or speaking skills, the

assessment results accurately reflect the child's student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

- The child student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- Assessments of children students with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children students prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.
- The evaluation is sufficiently comprehensive to identify all of the child's student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
- Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child student are provided.

IEP Meetings

Imagine Schools arranges, notices, and documents the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Imagine Schools is responsible for having the following individuals in attendance at the IEP meetings:

- the parent/guardian/adult with educational rights;
- the Principal and/or the Imagine Schools' designated representative with appropriate administrative authority as required by the IDEA;
- the student's special education teacher;
- at least one of the student's general education teachers if the student is or may be in a regular education classroom;
- an individual to interpret instructional implications or evaluations;
- the student, if appropriate;
- other school representatives who are knowledgeable about the regular education program at the school and/or about the student.
- Imagine Schools also arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and/or behavior specialist shall document the IEP meeting and provide the notice of parental rights.

IEP Development

Imagine Schools understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be its own, exclusively. Programs, services and placements shall be provided to all eligible students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

Imagine Schools ensures its IEP teams address each of the considerations listed in Education Code Section 56341.1. The Individualized Education Program shall include designated instruction and services (as defined by Education Code Section 56363) as necessary to provide a free appropriate public education. As per Education Code Section 56363, “designated instruction and services” is defined in alignment with the term “related services” under the IDEA to mean “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child student, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identification and assessment of disabling conditions in children students.

IEP Implementation

Imagine Schools is responsible for implementation of IEPs and supervision of services. Imagine Schools provides the parents/guardians or adults with educational rights with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for non-special education students, whichever is more. Imagine Schools also provides all home-school coordination and information to facilitate the student’s educational program. Imagine Schools is also responsible for providing all curriculum, classroom materials, and modifications and accommodations necessary for the student to access and benefit from the general education curriculum, in accordance with the student’s IEP.

Interim and Initial Placements of New Charter School Students

For students who enroll in Imagine Schools from another school district outside of the SELPA with a current IEP, Imagine Schools conducts an IEP meeting within thirty days of enrollment. Prior to such meeting and pending agreement on a new IEP, Imagine Schools implements the existing IEP, to the extent practicable or as otherwise agreed between Imagine Schools and parent/guardian or adult with educational rights.

Non-Public Placements/Non-Public Agencies

If the IEP team determines a nonpublic placement or nonpublic agencies are necessary to provide a free appropriate public education, Imagine Schools is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Imagine Schools promptly addresses all parental/guardian or adult with educational rights’ requests related to nonpublic placements, services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law and SELPA policies and procedures including. In responding to these requests, Imagine Schools shall, as appropriate:

- Convene an IEP team meeting
- Provide prior written notice

- Seek additional assessments in response to the requests
- Ensure that all procedural safeguards are observed

Non-discrimination

It is understood and agreed that all students will have access to Imagine Schools and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian or Adult with Educational Rights' Concerns and Complaints

Imagine Schools adopts policies and procedures in alignment with SELPA policies as they apply to investigating and responding to parental/guardian or adult with educational rights' concerns or complaints related to special education services.

Imagine Schools' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Imagine Schools promptly schedules meetings with parents/guardians or adults with educational rights to address concerns or complaints regarding the provision of special education or related services. Meetings are scheduled in a manner to ensure that representatives of all relevant parties are able to attend. or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend.

Imagine Schools, as the LEA, is ultimately responsible for determining how to respond to parent concerns or complaints. Imagine Schools responds to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office for Civil Rights or any other agency.

Due Process Hearings

Imagine Schools may initiate a due process hearing or request for mediation with respect to a student if it determines such action is legally necessary or advisable. In the event that the parents/guardians or adults with educational rights file for a due process hearing, or request mediation, Imagine Schools shall participate in and respond to the proceedings in accordance with all applicable legal requirements and procedural safeguards. In the event that the Charter School determines that legal representation is needed, it shall select appropriate legal counsel.

SELPA Representation

Imagine Schools represents itself at all SELPA meetings.

Professional Development

Staff at Imagine Schools engage in a variety of professional development opportunities designed to help them grow and stay abreast of best practices in the field. Professional development opportunities generally fall into four categories: professional associations and memberships, professional learning communities, structured in-house professional learning, and individual coaching. Each of these is described below.

Professional Associations and Memberships

Imagine Schools takes advantage of the resources provided by a host of professional organizations.

- *RCOE English Learner Development pilot* - Imagine Schools staff engage with RCOE on strengthening evidence-based Designated English Language Development practices aligned with state guidance, with the ultimate goal of improving academic and language outcomes for English Learner students.
- *RCOE data professional learning network* - Imagine Schools staff have been voluntary participants in RCOE's data learning network which helps build staff data capacity through enhanced and custom data visualizations, a professional learning network, and expert-level training.
- *EduNexta* - Imagine Schools partners with EduNexta, building internal capacity to boost student engagement, increase academic achievement, and foster culturally responsive classrooms. Professional learning is provided in Spanish to support the bilingual classroom.
- *Instruction Partners* - Imagine Schools partners with Instruction Partners to build capacity around lesson planning and internalization. The work with Instruction Partners builds on improving collaborative planning practices for greater impact.
- *National Association for Bilingual Education ("NABE")* - NABE provides staff with high-quality professional development, and resources to support bilingual/multilingual learners. Through this membership, we have access to specialized training, research publications, networking opportunities, and access to conferences aimed at improving instructional practices and securing funding for English Learners.
- *California Association for Bilingual Education ("CABE")* - CABE provides staff with access to the annual state conference, professional development workshops, and networking opportunities.
- *El Dorado County Charter SELPA* - SELPA provides staff with access to conferences and resources to support improving outcomes for students with disabilities.

Professional Learning Communities ("PLC")

Imagine Schools' teachers engage in PLCs, an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and data analysis to achieve better results for the students they serve. Imagine Schools implements two types of PLCs, both driven by content area, which follow a train-the-trainer model:

- *Content chairs collectively meet with an instructional coach* - In this PLC, the instructional coach guides content chairs (for example, an elementary math content chair) in protocols around data analysis, curricular internalization, etc., which they then take back to a PLC with content aligned teachers.
- *Content chairs meet with other aligned content teachers* - In this PLC, content chairs implement the protocols learned with the instructional coach with larger teacher groups, ensuring consistency in approach throughout the schools.

Professional Learning Sessions

Imagine Schools has early student release every Wednesday, along with additional full-day professional learning days built into its calendar, ensuring significant time for staff to learn and grow. Topics for the ongoing professional learning are based on data (whole school as well as targeted groups), are differentiated based on teacher needs, and include topics such as:

- Implementation of curricula, including lesson internalization protocols.
- Analysis of student work and/or formative assessment data.
- Implementation of best practices in dual language learning.
- Increasing student discourse.
- Increasing rigor/student cognitive lift.
- Deeper exploration of implementation of specific pedagogical strategies (for example, close reading, use of student scaffolds such as anchor charts, or student engagement strategies).
- Role-specific learning for non-teacher roles.
- Implementation of character education modules.

Individual Instructional Coaching Cycles

Each Imagine Schools campus has 2 full-time instructional coaches who specialize in grade band supports (one for elementary and one for middle school). Instructional coaches' primary role is to engage in a traditional coaching cycle with teachers:

- The teacher and coach meet to set a goal for the cycle based on trends and areas of need.
- The coach observes instruction with a focus on the determined goal.
- The coach meets with the teacher and provides concrete, bite-sized feedback.
- The coach observes the teacher again, focused on the determined goal and implementation of feedback.
- The coach provides feedback again, noting improvements and means for continued individual growth.

Topics for an individual coaching cycle are based on teacher need but may include student discourse, engagement, effective use of curricular materials, ongoing progress monitoring, and/or increasing rigor. In addition to coaching cycles, Imagine Schools' instructional coaches also provide ad hoc instructional support, lead the PLC with content chairs, support the Wednesday/other professional learning sessions, support data analysis at grade level collaborative planning meetings, and develop curricular modifications/supports specifically aligned to the dual language program and State Standards.

While outside the instructional coaching cycle, teachers also receive support from school leaders and deans who also conduct classroom observations and provide feedback on both instructional and classroom culture/behavioral needs.

Home/School Collaboration

Imagine Schools recognizes the critical importance of families as partners in their child's education. Families are not seen as a secondary support strategy, but rather as a key driver of student success and school culture. Engagement is not a series of one-off events but is embedded in the school culture and

families are regularly invited to participate in conversations regarding school culture, instructional priorities, and student support systems.

Because Imagine Schools is a school of choice for families, engagement begins before enrollment. Once a student and family are welcomed into the school community, ongoing engagement is based on three key principles which are outlined below.

Reciprocal and Respectful Relationships

At Imagine Schools, educators and families view each other as partners with shared power. Relationships are built by acknowledging that families possess unique knowledge about their children and by building on family strengths rather than addressing perceived gaps. Given the dual language model and the demographics of the school community, cultural and linguistic diversity are celebrated. Trusting relationships are built through ongoing opportunities which welcome families into the Charter School. The Charter School offers a variety of traditional opportunities including Back to School Night and Open Houses as formal ways to engage families in the school community. In addition, the schools have Parent Teacher Organizations, which provide families an opportunity to volunteer in different capacities and build relationships with school-based staff and other families. Each grade or class also has a “Room Parent” who helps coordinate support and broader engagement. Finally, parents are welcomed to the Charter School for a variety of opportunities which allows them to see their child’s success. These include things such as art shows, fall and spring festivals, assemblies which celebrate student accomplishments, spelling bees, and theater performances.

Imagine Schools also partners with community groups to build partnerships with families and provide additional opportunities to students. For example, through a current partnership with the Latino Commission, families have the opportunity to participate in the *Strengthening Families* program, a program designed to strengthen family connections and promote positive communication and support. Families attend sessions that include topics such as managing stress and engaging in healthy communication. Additional community partnerships expose students and families to community-based resources and opportunities.

Two-Way, Continuous Communication

At Imagine Schools, communication between families and the Charter School is not just about informing, but about building community and partnership. Communication includes using multiple, accessible methods (parent apps, phone, email, and in-person) and ensuring communication is in both Spanish and English. Both campuses send home a weekly newsletter, post an annual and monthly calendar with key dates, and keep families informed using ParentSquare and/or ClassDojo. These updates may be general to the class or school, or may provide parents/caregivers with specific academic or behavioral information about their child.

Parents/caregivers have access to a parent portal as part of PowerSchools. This portal allows parents real-time access to academic updates and attendance data.

Shared Decision-Making

Families are viewed as partners, in service of their child's success, and are involved in school-level decisions and advocacy. As academic partners, families receive quarterly progress reports and family-teacher conferences are hosted to discuss student progress. Informal touchpoints, related to academics and behaviors, from teachers and staff occur on an ongoing basis. In addition, family nights are hosted where parents/caregivers are provided with resources to support their child's learning.

Families are also an integral part of school level decision making and advocacy. For example, families helped determine the character-based values for each school and the schools provide resources on how to support the implementation of these values at home. Each campus also has periodic touchpoints with families, including events like "Pizza with the Principal" where updates are shared and families' opinions on key school-level decisions are solicited.

The schools each have an English Learner Advisory Committee ("ELAC") and School Site Council. The ELAC, composed of parents, staff, and community members, advises the Charter School on programs, services, and the academic needs of English learners. The School Site Council is a voting committee of staff and parents that works with the Principal to develop and monitor the Local Control and Accountability Plan ("LCAP").

Because of the intentional implementation of these principles, family engagement at Imagine Schools is very strong and is a distinguishing feature when compared with other schools. Of note, in accordance with Education Code Section 47605.6(n), the Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Bell Schedule and Instructional Minutes

Below are sample bell schedules for the Coachella and Hemet campuses. Sample academic calendars for both campuses are included in Appendix B.

Bell schedule - Coachella Regular Day (Mondays, Tuesdays, Thursdays, Fridays)

Grade Level	School Begins	AM Recess	Lunch/Recess	PM Recess	Dismissal
TK/K	8:00	9:00-9:15	10:00-10:40	12:45-1:00	2:30
1	8:00	9:15-9:30	10:25-11:05	1:15-1:30	2:45

2	8:00	9:30-9:45	10:45-11:25	1:30-1:45	2:45
3	8:00	10:00-10:15	11:25-12:05	1:40-1:55	3:00
4	8:00	9:45-10:00	11:45-12:25	1:50-2:05	3:00
5	8:00	10:00-10:15	12:05-12:45	n/a	3:00
6	8:00	n/a	11:05-11:45	n/a	3:10
7	8:00	n/a	11:05-11:45	n/a	3:10
8	8:00	n/a	11:05-11:45	n/a	3:10

Coachella Minimum Day Schedule (Wednesdays and for parent/teacher days)

Grade Level	School Begins	Recess	Lunch/Recess	Dismissal
TK/K	8:00	9:00-9:15	10:00-10:20	11:30
1	8:00	9:15-9:30	10:25-10:45	11:30
2	8:00	9:30-9:45	10:45-11:05	11:45
3	8:00	9:45-10:00	10:55-11:15	11:45
4	8:00	10-10:10	11:15-11:35	12:00
5	8:00	10-10:15	11:30-11:50	12:00
6	8:00	n/a	11:40-12:00	12:00

7	8:00	n/a	11:40-12:00	12:00
8	8:00	n/a	11:40-12:00	12:00

Bell schedule - Hemet Regular Day (Mondays, Tuesdays, Thursdays, Fridays)

Grade Level	Arrival	Recess	Lunch/Recess	Dismissal
TK/K	7:50	8:15-8:30	10:50-11:30	2:50
1	7:50	8:35-8:50	11:35-12:15	2:50
2	7:50	8:35-8:50	11:35-12:15	2:50
3	7:50	8:55-9:10	12:20-1:00	3:10
4	7:50	9:15-9:30	1:05-1:45	3:10
5	7:50	9:15-9:30	1:05-1:45	3:10
6	8:10	n/a	11:40-12:15	3:35
7	8:10	n/a	12:20-1:00	3:35
8	8:10	n/a	12:20-1:00	3:35

Bell Schedule - Hemet Minimum Day Schedule (Wednesdays and for parent/teacher days)

Grade Level	Arrival	Recess	Lunch/Recess	Dismissal
-------------	---------	--------	--------------	-----------

TK/K	7:50	8:15-8:30	10:15-10:45	12:45
1	7:50	8:35-8:50	10:50-11:20	12:45
2	7:50	8:35-8:50	10:50-11:20	12:45
3	7:50	8:55-9:10	11:25-11:45	1:00
4	7:50	9:15-9:30	11:50-12:20	1:00
5	7:50	9:15-9:30	11:50-12:20	1:00
6	8:10	n/a	11:50-12:20	1:20
7	8:10	n/a	12:25-12:55	1:20
8	8:10	n/a	12:25-12:55	1:20

The table below describes annual instructional minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
--------	----------------	------------------------	--	--------------------------------	--	------------------------	--	------------------------	--	-----------------------------	-----------------------------	--------------------------------	---

TK /K	Yes	161	360	5	220	14	210			180	360 00	6200 0	260 00
1	Yes	161	360	5	220	14	210			180	504 00	6200 0	116 00
2	Yes	161	360	5	220	14	210			180	504 00	6200 0	116 00
3	Yes	161	360	5	220	14	210			180	504 00	6200 0	116 00
4	Yes	161	360	5	220	14	210			180	540 00	6200 0	800 0
5	Yes	161	370	5	220	14	210			180	540 00	6361 0	961 0
6	Yes	161	370	5	235	14	220			180	540 00	6382 5	982 5
7	Yes	161	380	5	235	14	220			180	540 00	6543 5	114 35
8	Yes	161	380	5	235	14	220			180	540 00	6543 5	114 35
9	No									0	648 00	0	- 648 00
10	No									0	648 00	0	- 648 00
11	No									0	648 00	0	- 648 00
12	No									0	648 00	0	- 648

												00
--	--	--	--	--	--	--	--	--	--	--	--	----

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

ELEMENTS 2 AND 3. MEASURABLE PUPIL OUTCOMES AND METHODS OF ASSESSMENT

~~Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).~~

~~The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. California Education Code Section 47605.6(b)(5)(C).~~

~~Imagine Schools, Riverside County shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.~~

Annual Goals and Actions in, and Student Outcomes aligned with, the State Priorities

~~Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of ISRC's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the state priorities as described in California Education Code § 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress, as well as state priorities detailed in California Education Code § 52060(d).~~

~~The 2019-20 LCAP is available online (<https://imagriv.entest.org/pdfs/2019-2020-LCAP.pdf>). This is the most recent full version of the LCAP, given the changes in requirements due to COVID-19.~~

~~We note that as required under the California Education Code, ISRC's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. See the 2019-20 LCAP for additional information on~~

~~the stakeholder engagement process. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section~~

~~47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or to amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47064.33.~~

~~ISRC develops its annual LCAP based on state requirements. The staff, inclusive of teachers, principals, business manager and human resources, attends an annual training to prepare for the development of the LCAP. One of the major focuses of the LCAP is the transparency and stakeholder involvement. The eight priorities are the center of discussions and presentations provided to all stakeholders.~~

~~Family and student surveys are completed on an annual basis and are highly valued by ISRC to ensure we are serving our families and students at the highest level of satisfaction. In addition, surveys were completed by families during the parent LCAP informational meeting.~~

~~Imagine Schools, Riverside County included three overarching goals in its LCAP, which are based on conditions of learning, pupil outcomes and engagement as based on Education Code Section 52060. The LCAP addresses the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.~~

~~These goals are as follows:~~

~~GOAL 1: Provide all students with high quality instruction and rigorous Common Core (ELA, MATH, NGSS) aligned curriculum through a dual language learning environment that includes providing relevant learning experiences and encourages student engagement.~~

~~Identified Need: The results in the CAASPP and Star Reading and Math reflect a need for growth in both ELA and Math.~~

~~Expected Annual Measurable Outcome:~~

- ~~• Increase percent of students who have met proficiency in CAASPP ELA and math by 5% each year.~~
- ~~• The student STAR Assessment results in Reading and Math reflect a 1.07 or above annual learning gain.~~

~~Priorities Embedded in Goal 1: Priority 1, 2, 4, 7 and 8~~

~~GOAL 2: Develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical and financial resources that will drive the school's strategic and long-range planning.~~

~~Identified Need: Develop methods to measure program efficacy to maximize allocation of resources.~~

~~Expected Annual Measurable Outcome:~~

- ~~• 100% of Teachers will be appropriately credentialed and assigned~~
- ~~• Students will have access to all core subjects in addition to Spanish, PE, and Interventions~~

~~Priorities Embedded in Goal 2: Priority 1, 2, 6 and 7~~

~~GOAL 3: Parents, family and community stakeholders will become more fully engaged in school activities.~~

~~Identified Need: Based on the annual parent survey, 77% of the parents indicated that their child's teacher communicates about their child's progress in school. 87% of the parents indicated they are offered opportunities to be involved in their child's education. These two percentages need to be increased so that parents get all pertinent information about our school and programs in a timely manner.~~

~~Expected Annual Measurable Outcome:~~

- ~~• To increase the number of parents indicating that their child's teacher communicates with them about their child's progress to 92%.~~
- ~~• To maintain and increase the percent of parents that indicate the school offers opportunities to be involved in their child's school to 97%.~~

~~Priorities Embedded in Goal 3: Priority 1, 3 and 5~~

~~For details on the planned actions and services, access the 2019-20 LCAP at: <https://imagriv.entest.org/pdfs/2019-2020-LCAP.pdf>.~~

Student Outcomes and Methods of Measurement

	Academic Goals	Method of Measurement
#1	ISRC students will be biliterate in English and Spanish by the end of 8th grade.	90% of students enrolled since kindergarten will demonstrate listening, speaking, reading and writing proficiency in both English and Spanish by the eighth grade as measured by the Houghton Mifflin Assessments, CAASPP, 90% of ELs who have been in the program for at least 7 years will meet state redesignation Fluent English Proficient criteria.

#2-	ISRC students will demonstrate mastery of English language arts as outlined by each grade level Common Core State Standards.	90% of students will exceed the average performance levels of students in the school district of each specific campus in English Language Arts after three years of enrollment in the Charter School as measured by an aggregate of multiple measures including Common Core ELA Standards Test, Houghton Mifflin Reading Program Assessment K-6 and the CAASPP in grades 3-8.
#3-	ISRC students will demonstrate mastery of English writing, conventions and craft in different genres as outlined by the Common Core State Standards.	90% of students will exceed the average performance levels of students in the school district of each specific campus in English writing after three years of enrollment as measured by Houghton Mifflin Reading Program Assessment, and the CAASPP in grades 3-8.
#4-	ISRC students will demonstrate mastery in the understanding and application of mathematical computation, problem solving, and concepts outlined by the Common Core State Standards.	90% of students will exceed the average performance levels of students in the school district of each specific campus in Mathematics after three years of enrollment as measured by the Common Core Math Standards Test. Students begin receiving math instruction in English during the second grade in preparation for the English math examination.
#5-	ISRC students will demonstrate sophisticated understanding of science content as outlined by the state adopted Common Core State Standards.	90% of students will score at or above proficient on the exhibition project rubric and state adopted Science program assessment and the California Science Test (CAST) (grades 5 and 8).
#6-	ISRC students will demonstrate sophisticated understanding of social studies content as outlined by the state adopted Common Core Standards.	90% of students will score at or above proficient on the exhibition project rubric state adopted Social Studies program assessment.

~~Imagine Schools, Riverside County will use multiple assessments to determine and monitor individual student progress toward mastering Common Core State Standards. These assessments will represent the standards students are expected to achieve. Under no circumstances will student performance be judged solely on the basis of tests. Assessments will include not only classroom paper and pencil tests, but also portfolios, open ended questions, extended reading and writing experiences and individual and collaborative group projects. Mastery on each standard is achieved defined as a score of 80% or higher.~~

~~Imagine Schools, Riverside County recognizes that assessments must be formative to allow adjustment to the educational strategies and summative to evaluate effectiveness. The list below is broken down into formative and summative categories:~~

- ~~• Student portfolios: each student will give a public presentation of student work as a culminating activity for the year~~
- ~~• Diagnostic Reading Assessment for kindergarten through third grade given at each academic reporting period (four times a year)~~
- ~~• Math profile assessment for every grade level as a static test indicator given at each academic reporting period (four times a year)~~
- ~~• Student self-assessment using the standards accomplished matrix~~
- ~~• State mandated standardized tests~~
- ~~• Online assessment package based on Common Core State Standards~~
- ~~• Textbook/publisher developed assignments and assessments~~
- ~~• Faculty/teacher developed assessments~~
- ~~• Anecdotal records~~
- ~~• Running records in reading~~
- ~~• Student conduct records~~
- ~~• Parent surveys~~

~~The curriculum of the Imagine Schools, Riverside County will meet State Standards. These are the measurable standards to which our students will be held accountable as defined in the Charter Schools Act (Education Code Section 47605.6(b)(5)(B)). The following chart outlines the outcomes and the assessments which will be used as the guide for the evaluation of student learning.~~

Measurable Outcomes	Assessments	Timeline
--------------------------------	------------------------	---------------------

Students will meet the State Standards	CAASPP testing Student portfolios End of quarter state adopted ELA/SLA and Content Area Curriculum assessments including listening, speaking, reading, writing, science, social studies, and math and Report card	CAASPP testing administered in the spring. Assessments at the end of each grading period 4 times a year.
Students will utilize technology to access information, communicate, and support their learning.	Computer portfolio Digital assessments Report Card	End of each quarter
Students will demonstrate and promote respect, honesty, cooperation, kindness, and public service	Discipline records/ Staff observations Report Card Student led leadership reports	End of each quarter
Students will learn basic cultural literacy.	Cultural Literacy assessment designed by school staff.	End of each quarter

All students will read at grade level in L1	DIBELS testing and the Spanish equivalent (IDEL) will be used. Or Imagine will select an assessment program with equivalent English and Spanish components, for example, Pearson Learning Group, Evaluación del desarrollo de la lectura®, Segunda Edición K-6 (EDL2) and its English counterpart the Developmental Reading Assessment, Second Edition, K-8.	3 times per year
Students will demonstrate proficiency in public speaking	Student presentations Teacher grade books Report Card	1 presentation in each quarter
Students will demonstrate leadership skills	Student service project School discipline records Report cards Public presentation	End of each quarter
Students will be problem solvers and critical thinkers	Report Cards Student portfolios State Adopted ELA/SLA and Content Area Curriculum assessments Teacher observations	End of each quarter

~~Promotion of students is based upon an evaluation of each student's progress as determined by classroom work, observations, class assessments, state assessments, and other relevant information. The classroom teachers will recommend promotion or retention of students, subject to review and approval of the principal. Criteria for promotion include:~~

- ~~• Progress towards Mastery of Common Core State Standards.~~
- ~~• Teacher/Principal recommendations.~~

~~• Work Folders and Portfolios~~

~~• Standardized Testing Results~~

~~Use of Data for Continuous Improvement~~

~~The following is the plan for collecting, analyzing and reporting student achievement in a continuous manner. At the beginning of the year, students will be assessed using multiple measures to determine math and language arts levels. Teachers will meet to analyze all State Testing (CAASPP, CAST, Physical Fitness Testing, California Alternate Assessments ("CAA"), and ELPAC) results of returning students and will meet thereafter at regular intervals to review student scores and progress. At these meetings teachers will determine which students may need more aggressive support, acceleration, remediation and Strategic Learning Plans. Curriculum and instruction will also be discussed in light of the patterns of student achievement or lack thereof.~~

~~CAASPP assessments will be analyzed during the summer break once results are received from the state. Two weeks prior to the first day of instruction, teachers will be provided with a minimum of one day to return to the site to review their students' scores and class scores, as well as the scores for the upcoming year's class to stimulate long range curricular planning. On this day, teachers will analyze school wide trends and discuss possible solutions to gaps in student achievement.~~

~~In addition to formal assessments, teachers will use classroom based observations and teacher and Charter School generated assessments as part of the grading process and to conduct ongoing review of Common Core State Standards achievement. Imagine Schools, Riverside County uses the PowerSchool grade book where teachers are able to enter students' grades, such as, classroom assignments, homework, tests and quizzes. The system generates a grade for each student in all the content areas taught within the day. A student progress report and quarter report cards are generated based on this system. Students receive progress reports as needed and students receive quarterly report cards at end of each quarter. A parent conference is held in the fall after the first quarter to explain the report card to each parent and provide an overview of the student results. A spring parent conference is held for students on an as needed basis. In addition, the Powerschool system also includes a parent portal piece where parents are provided with a password and can access the system to view their child's grades at any time throughout the school year.~~

~~The following software is implemented for assessments:~~

~~ISNP – Western Region uses DIBELS testing. That site address is <http://dibels.uoregon.edu>. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. In addition, the Spanish equivalent (IDEL) will be used.~~

~~Galileo is a web based assessment aligned to Common Core State Standards. Galileo ("ATI") provides documents indicating the efforts they have put forth that support the content, inter-item, and inter-rater reliability. They include utilizing item response theory to conduct equivalence and item level~~

~~analyses of their assessments. Documentation for validity and reliability for these assessments can be found in published reports and technical manuals available on websites for each vendor (www.ati-online.com/www.renaissance.com).~~

~~ISNP Western Region uses Renaissance Software. This suite includes the STAR Math, STAR Reading, STAR Early Literacy and Accelerated Reader (<http://www.renlearn.com/>). These assessment tools track a student's growth through the year and provide information to teachers on a monthly basis.~~

~~The Charter School shall also use data to create an annual School Accountability Report Card ("SARC") in order to report school performance to the community at large as required by the State Constitution and as approved by the Charter School Board of Directors.~~

~~Imagine Schools, Riverside County will provide to the County a yearly performance report that provides the information requested in the Memorandum of Understanding. Imagine Schools, Riverside County shall comply with County requests regarding the content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the data in the performance audit to assess and improve upon its educational programming as deemed necessary.~~

~~A fall report will be submitted annually to RCOE for the prior year that examines the following:~~

- ~~• CAASPP results both in aggregate and disaggregated by numerically significant student subgroups~~
- ~~• Progress made toward each of the educational goals and student outcomes identified in the Charter Petition~~
- ~~• Results of internal assessments used by School (i.e. iReady, NWEA)~~
- ~~• Plans to address areas identified as needing improvement by School~~
- ~~• Progress on the goals and actions outlined in its LCAP~~
- ~~• Professional development provided to further progress on LCAP goals~~
- ~~• Progress made on the implementation of any changes to curriculum and instructional strategies identified in LCAP~~
- ~~• Financial update~~
- ~~• Enrollment update~~
- ~~• Key Leadership positions update~~

~~Imagine Schools, Riverside County will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.~~

~~Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the~~

~~County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.~~

~~Western Association of Schools and Colleges~~

~~In 2017-18 school year, ISRC submitted a request for an independent performance review to the Western Association of Schools and Colleges, and completed the application and self assessment.~~

~~A team of education professionals, assigned by WASC, visited the Charter School and conducted a comprehensive review of the Charter School. The team evaluated ISRC in four areas:~~

~~Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth. The team conducted classroom observations, interviewed school leadership, staff, and parents, and subsequently wrote a report to the WASC Executive Committee.~~

~~Based upon the recommendations in the report, the WASC Committee voted to give the Charter School Initial Accreditation for three years from July 1, 2018 through June 30, 2021. This is the highest accreditation standard given by WASC. Attached as Appendix C, please find the WASC report.~~

Revised Elements 2 and 3 - Added in Full

ELEMENTS 2 AND 3. MEASURABLE PUPIL OUTCOMES AND METHODS OF ASSESSMENT

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. [Education Code Section 47605.6(b)(5)(B)]*

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. [Education Code Section 47605.6(b)(5)(C)]

Imagine Schools, Riverside County shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the Dashboard.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities.

LCAP

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of ISRC’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to State Standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress, as well as state priorities detailed in Education Code Section 52060(d).

The 2026-27 LCAP is attached as an appendix.

As required under the Education Code, ISRC's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan as a basis for prioritizing allocation of funds. See the 2026-27 LCAP for additional information on the stakeholder engagement process. The Charter School will annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or to amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47064.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ISRC develops its annual LCAP based on state requirements. Staff attend annual training to prepare for the development of the LCAP. One of the major focuses of the LCAP is the transparency and stakeholder involvement. The Eight State Priorities are the center of discussions and presentations provided to all stakeholders.

Family and student surveys are completed on an annual basis and are highly valued by ISRC to ensure we are serving our families and students at the highest level of satisfaction. In addition, surveys were completed by families during the parent LCAP informational meeting.

Imagine Schools, Riverside County included five overarching goals in its 2024-25 through 2026-27 LCAP, which are based on conditions of learning, pupil outcomes and engagement as based on Education Code Section 52060. The LCAP addresses the priorities in Education Code Section 52060(d) that apply to the grade levels served, or the nature of the program operated by the Charter School.

These goals, developed to begin in the 2024-25 school year and run through the 2026-27 school year, and documented in our LCAP, are as follows:

GOAL 1

All students, including English Learners, students with disabilities, low-income, and foster students, are provided a high-quality education with equitable access to standards-aligned instruction, instructional fidelity to ISRC programs and practices, and robust, rigorous learning experiences. By 2026-27 ISRC students will:

- increase the percentage of all students in grades 3–8 meeting or exceeding the standards in ELA from 28% to 40% as measured by the CAASPP.
- increase the percentage of all students in grades 3–8 meeting or exceeding the standards in Math from 11% to 30%, as measured by the CAASPP.

- increase English proficiency of English Learners from 33.1% reclassification to 45% as measured by the ELPAC.

State Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 1 was specifically developed to support the Charter School's standards-based instruction and intervention programs to meet the needs of all students, particularly our low-income, foster youth, English learners, and students with disabilities. Students had performed below the statewide proficiency levels on the CAASPP, with 28% percent of students in grades 3rd - 8th meeting or exceeding the standards in reading and only 11% of students showing proficiency in math. Such underperformance as indicated on the 2023 Dashboard in math and reading compelled ISRC to develop a goal to target the growth of all learners with respect to the critical competencies of math and literacy. It bears mentioning that many ISRC students are included in multiple groups and therefore, focused efforts to support one identified student group can often serve to support others, as well.

Further analysis of our state and local data revealed several contributing factors with respect to the current achievement outcomes. In ISRC forty-two percent of the student population are English Learners of whom only 9% met or exceeded the standard for reading on the CAASPP. And while there is a high degree of intersectionality that exists between groups, our English Learners are noteworthy as their achievement outcomes compel a unique prescription of support for increasing the rate and effectiveness of language acquisition in order to master the State Standards for math and reading in English. Both the action steps and metrics proposed in creating this goal are specifically designed to consider these factors.

Other contributing factors, such as chronic absenteeism, low student engagement and prerequisite skills deficiencies have been gleaned to have a causal influence on academic underperformance. The proposed action steps and subsequent metrics for monitoring progress take each of these components into account in the development of Goal 1.

ISRC steadfastly holds to our commitment to bilingual, biliteracy and bicultural education. Our dual language model presents unique opportunities to pursue standards-based mastery in both English and Spanish for all students in TK - 8th grade. The development of Goal 1 provides such an opportunity, cataloging efforts toward providing:

- viable and guaranteed core curricula in English and Spanish English Language Development curriculum
- individualized instruction and interventions
- student exposure to a broad and comprehensive course of study

- professional learning for instructional practitioners
- professional learning and mentoring for instructional leaders.

ISRC developed Goal 1 in an effort to promote a progressive increase in student academic achievement for all students that attend ISRC and to close the achievement gap between our underperforming students and their more proficient counterparts.

The metrics are the outcomes on the CAASPP for ELA and math. It identifies the needs of the subgroups of students with disabilities, English Learners, foster youth, and low-income students, as well as the general population of learners not otherwise classified. The desired outcomes to be met from the metrics are supported through the actions that will sustain the progress from this Goal. There is a need to continue support for teachers to have a sustained professional learning plan that addresses the pedagogy of standards-based instruction that emphasizes State Standards, the Science of Reading, English Learner Standards, and math.

Targeted actions have been developed to support this Goal. The actions aligned with these areas will promote increased student academic achievement for each student that attends ISRC and are designed to close the achievement gap among our unduplicated and underrepresented students. Goal 1 actions and related metrics are intended to:

- Improve implementation of ELD Standards
- Increase ELA and Math proficiency
- Increase English Learner, Foster Youth, and Homeless proficiency in Math and ELA
- Improve school-level academic interventions and accelerations for all students
- Improve school-level academic interventions and accelerations for students with disabilities, and English Learners,
- Improve and monitor access to specialized programs for students with disabilities and English Learners

42 percent of the student population of ISRC are English Learners. The Charter School is committed to supporting language acquisition and academic achievement for this student population. While we have continued to make progress in ELA, the achievement gap persists between subgroups, with English Learners lagging behind their counterparts by 15.3 points. Analysis of CAASPP data revealed similar deficiencies with other subgroups in reading and math, such as students with disabilities (52.2 points in ELA, 27.7 in Math) and low-income students (4 points in ELA and Math).

During the data analysis process, each Charter School's committee members and administrators communicated that CAASPP and ELPAC data for language proficiency demonstrates a lack of adequate progress for many of our English Learners and the like for identified sub-groups for reading and math. Through the process of root cause analysis, the site leadership teams and committees have determined that the schools would benefit from further support for teachers focused on the linguistic and ELA needs of English Learner students and underperforming subgroups.

Goal 2

Students are provided a quality education by qualified instructors by increasing the number and efficacy of fully credentialed teachers in an effort to minimize vacancies and misassignments, for the purpose of building capacity in teaching and learning. By the end of the 2026-27 school year, students will experience an:

1. increase in the percentage of “Clear” FTE from 12% to 50%, as measured on the Teacher
2. Assignment Monitoring Outcomes report.
3. increase in the percentage of full-time teaching staff with Bilingual Authorization from 25% to 50%.
4. increase in effective lesson plans aligned to the State Standards from 0% to 100%, as evidenced by weekly feedback provided by the sites’ Instructional Leadership Teams.
5. increase the percent of all students in grades 3–8 meeting or exceeding the standards in ELA from 28% to 40% as measured by the CAASPP.
6. increase the percent of all students in grades 3–8 meeting or exceeding the standards in Math from 11% to 30%, as measured by the CAASPP.
7. increase English proficiency of English Learners from 33.1% progress and reclassification to 45% as measured by the ELPAC.

State Priorities addressed by this goal:

1. Priority 1: Basic (Conditions of Learning)
2. Priority 2: State Standards (Conditions of Learning)
3. Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 2 was specifically developed to significantly bolster the quality of student learning by increasing the number and efficacy of fully credentialed teachers at ISRC. Research consistently shows that teacher quality is one of the most significant factors influencing student achievement. By increasing the percentage of fully credentialed staff, and supporting their pedagogical development, ISRC aims to ensure that students have consistent access to educators who possess the necessary qualifications and expertise to effectively support their learning in a bilingual education setting.

ISRC has been challenged with recruiting and retaining adequately credentialed teachers, particularly those with bilingual certification. In prior years many staff members were at various stages in the credentialing process, which resulted in misassignments reflected on the CALPADS roster. In 2023 twelve percent of teachers held a “clear” credential.

It is common knowledge in education that California teachers face several challenges in obtaining a clear teaching credential due to a combination of stringent requirements, bureaucratic processes, and the financial burden associated with the credentialing process. While the rigorous process does create a significant return on investment, the education requirements, testing, cost and induction requirements are nonetheless a formidable undertaking. ISRC has created goal 2 to mitigate a few of the challenges by partnering with a university as a conduit to the teacher preparation program, intentionally targeting

support for pursuing the bilingual certification, and providing for quality professional development to support the growth and increased instructional efficacy of in-service teachers.

An analysis of our school-wide systems led us to consider how contracted time and scheduling might be more effectively used to support professional learning and the collaborative planning expected for effective planning, teaching and learning. We have used the stated action steps in this goal to align our schedules, systems and support efforts for the purpose of meeting the outcomes proposed.

This goal reflects ISRC's commitment to promoting student achievement through a comprehensive approach that addresses teacher credentialing, recruitment and retention, systems for instructional effectiveness, and ongoing professional development. By focusing on these areas, ISRC seeks to create a supportive and dynamic learning environment where all students have the opportunity to succeed.

Goal 3

ISRC will work to close the achievement gap and provide targeted support for students with disabilities, by ensuring SPED staff are adequately credentialed, trained and have adequate resources to provide services required to meet the needs of students with disabilities.

By the end of the 2026-27 school year, ISRC will:

1. increase in the percentage of “Clear” FTE Special education teachers from 0% to 100%, as measured on the Teacher Assignment Monitoring Outcomes report.
2. increase the percentage of SPED students in grades 3–8 meeting or exceeding standard from 11% to 30% on the CAASPP ELA.
3. increase the percentage of SPED students in grades 3–8 meeting or exceeding standard from 7% to 30% on the CAASPP Math.

State Priorities addressed by this goal:

1. Priority 1: Basic (Conditions of Learning)
2. Priority 2: State Standards (Conditions of Learning)
3. Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 3 was specifically developed to support ISRC’s ability to provide compulsory interventions and services to meet the needs of students with disabilities. ISRC students with disabilities have performed below the statewide proficiency levels on the CAASPP, with 11% percent of students in grades 3rd - 8th meeting or exceeding the standards in reading and only 7% of students showing proficiency in math. Such underperformance as indicated on the 2023 Dashboard in math and reading, compelled ISRC to develop a goal to target the growth of students with disabilities with respect to the critical competencies of math and literacy.

Further analysis of our state and local data has revealed several contributing factors with respect to the current achievement outcomes. And while there is a high degree of intersectionality that exists between sub-groups, our students with disabilities are noteworthy as their achievement outcomes compel a unique prescription of support for establishing and implementing specific IEP goals and services and differentiated instruction in the general education settings. Both the action steps and metrics proposed

in creating this goal are specifically designed to consider these factors in our efforts to adequately support teachers and students in narrowing the achievement gap between students with disabilities and their non-disabled counterparts.

While ISRC has been challenged with recruiting and retaining adequately credentialed teachers, the challenge has been even more so in recruiting and retaining highly qualified special education teachers, and particularly those with bilingual certification. In prior years staff members were at various stages in the credentialing process, which resulted in vacancies and misassignments reflected on the CALPADS roster. In 2023 0% percent of Special Education teachers held a “clear” credential.

An analysis of our school-wide systems led us to consider how we may effectively prepare teachers for the rigors of teaching students with exceptionalities with high-quality professional learning for MTSS and resources to support a uniform system of management and compliance verification. We have used the stated action steps in this goal to align our schedules, systems and support efforts for the purpose of meeting the outcomes proposed.

Developing a specific goal focused on closing the achievement gap and supporting students with disabilities provides a clear framework for accountability and monitoring progress over time. By regularly assessing outcomes and adjusting strategies as needed, ISRC can ensure that it remains on track to achieve its objectives and fulfill its mission of serving all students effectively.

Overall, the goal reflects ISRC's commitment to promoting equity, supporting student success, and upholding its legal and ethical obligations to provide high-quality education for students with disabilities. By prioritizing this goal, ISRC demonstrates its dedication to inclusive education and continuous improvement in meeting the diverse needs of all students.

Goal 4

ISRC will work to close the achievement gap between all our subgroups by providing targeted support for students with disabilities, English Learners, homeless and foster youth, and socioeconomically disadvantaged students, by improving student engagement and community/family involvement through better collaboration, the implementation of character education, and the application of core values in order to increase student academic achievement and to facilitate student identity development.

State Priorities addressed by this goal:

1. Priority 3: Parental Involvement (Engagement)
2. Priority 5: Pupil Engagement (Engagement)
3. Priority 6: School Climate (Engagement)

Goal 4 was specifically developed based on analysis of our local level data, including student attendance, student and family survey outcomes and overall student achievement patterns appear to indicate high

absenteeism and as a result, low student engagement. Increasing family involvement can have a positive influence on such challenges and therefore, becomes a driving factor why this goal is developed, as well. Research has demonstrated that when students are given access to more rigorous coursework opportunities, and education that focuses on character education, they work harder and engage more in school, leading to fewer absences and suspensions and ultimately to higher graduation rates. Raising expectations regarding student access and enrollment in rigorous dual language coursework is crucial. ISRC has developed the goal of closing the achievement gap between subgroups by providing targeted support for students with disabilities, English Learners, homeless and foster youth, and socioeconomically disadvantaged students for several key reasons:

1. **Equity and Inclusion:** ISRC is committed to promoting equity and inclusion in education by addressing disparities in academic achievement among different student subgroups. Closing the achievement gap ensures that all students, regardless of background or circumstance, have equal opportunities to succeed academically and reach their full potential.
2. **Legal and Ethical Obligations:** Schools and districts have legal and ethical obligations to provide equitable access to education and support services for all students, particularly those who may be historically underserved or marginalized. By focusing on targeted support for students with disabilities, ELs, homeless and foster youth, and socioeconomically disadvantaged students, ISRC fulfills its responsibilities to these student populations and upholds principles of social justice.
3. **Improving Student Engagement:** Engaged students are more likely to succeed academically and develop a positive sense of identity and belonging within the school community. By improving student engagement through collaborative initiatives, character education programs, and the application of core values, ISRC creates a supportive and inclusive learning environment where all students feel valued, motivated, and connected to their education.
4. **Community and Family Involvement:** Collaboration between schools, families, and communities is essential for supporting student success and closing the achievement gap. By fostering better collaboration and involvement among stakeholders, ISRC strengthens the support network around students and creates opportunities for shared decision-making, resource-sharing, and collective problem-solving.
5. **Promoting Student Identity Development:** Student identity development is an integral aspect of academic achievement and personal growth. By implementing character education programs and promoting core values such as respect, responsibility, and integrity, ISRC supports students in developing positive attitudes, behaviors, and beliefs that contribute to their overall well-being and success.

Overall, the goal reflects ISRC's commitment to equity, excellence, and holistic student development. By providing targeted support, promoting engagement and involvement, and fostering identity development, ISRC aims to narrow the achievement gap and ensure that all students have the opportunity to thrive academically, socially, and emotionally.

Goal 5

ISRC will decrease the number of English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities that are chronically absent by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups.

State Priorities addressed by this goal:

1. Priority 1: Basic (Conditions of Learning)
2. Priority 3: Parental Involvement (Engagement)
3. Priority 5: Pupil Engagement (Engagement)

Chronic absenteeism can significantly impact a student's academic success. Students who are consistently absent miss out on crucial instruction time, leading to gaps in learning and potentially lower academic achievement. By targeting specific student groups—English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities—the goal is to address the factors contributing to absenteeism within these populations, since the 2023 Dashboard data indicated ISRC was performing in the red.

Educational equity is about ensuring that all students have access to the resources and support they need to succeed. Unfortunately, certain student groups, such as English Learners, socioeconomically disadvantaged students, and students with disabilities, may face additional barriers to regular attendance. These barriers could include language barriers or economic challenges. By focusing on these groups, the goal is to address disparities in attendance and ensure that every student has an equal opportunity to succeed.

The goal emphasizes the provision and improvement of targeted services. ISRC recognizes the need for tailored interventions and support systems that specifically address the unique needs of each student group. These services will include language support for English Learners and their families and additional support for students with disabilities and other targeted student subgroups.

Actively engaging students in their learning and creating a positive school culture can help improve attendance rates. When students feel connected to their school community and are actively engaged in their learning, they are more likely to attend school regularly. By focusing on increasing student activity, engagement, and culture, the goal aims to create an environment where students feel motivated to attend school and participate in their education.

In summary, the goal of decreasing absenteeism among English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities by providing targeted services and improving student activity, engagement, and culture is rooted in principles of equity, inclusion, and a commitment to ensuring that all students have the support they need to succeed academically.

For details on the Measuring and Reporting Results, the previous year goal analysis, and Actions for each goal, please refer to the 2026-27 LCAP in the appendix

Assessment Tools

CAASPP

Imagine Schools uses the CAASPP as its primary assessment tool. Administered each spring, it measures students' mastery of State Standards and determines their progress toward college and career readiness.

1. English and Math - Smarter Balanced Summative Assessments - administered to students in grades 3-8. The Smarter Balanced Summative Assessments, which are delivered by computer, consist of two sections: a computer adaptive test and a performance task ("PT") based on the CCSS for ELA and mathematics. The computer adaptive section includes a range of item types, such as selected response, constructed response, table, fill-in, graphing, and so forth. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness
2. Science - California Science Test ("CAST") - administered to students in grades 5 and 8. The CAST is aligned with the California NGSS. The CAST includes stand-alone or discrete items and PTs. The discrete item types consist of selected response, constructed response, table, fill-in, and graphing items. The PTs measure a student's ability to integrate knowledge and skills across multiple standards through extended activities.

ELPAC

Imagine Schools uses the ELPAC to determine the English language proficiency of students whose primary language is not English. It is aligned with the 2012 California English Language Development Standards and evaluates four core domains: Listening, Speaking, Reading, and Writing. The assessment is divided into two primary parts:

1. The Initial ELPAC identifies newly enrolled students as either an English Learner or Fluent English Proficient. It is administered only once upon a student's first enrollment in a California public school, within 30 days of their start date. The assessment is mostly computer-based, though grades K-2 writing is done via paper and pencil. Grades K-2 and speaking tests in all grades are administered one-on-one.
2. The Summative ELPAC measures the annual progress of students already identified as English Learners and helps determine if they are ready to be reclassified as fluent English proficient. It is administered annually between February 1 and May 31 until the student is reclassified out of EL services.

STAR

Imagine Schools uses the STAR assessment as its primary formative assessment tool. STAR is a computer-adaptive test suite developed by Renaissance designed to evaluate student proficiency, screen for learning gaps, and monitor academic growth in reading, mathematics, and early literacy. Imagine administers the assessment four times a year (Beginning of the year, Fall, Winter, and Spring) to benchmark performance, track growth over time, and support instructional planning.

1. STAR Early Literacy: Evaluates foundational reading and numeracy skills for emergent readers (typically Pre-K through Grade 3) who are not yet reading independently.

2. STAR Reading: Measures reading comprehension, vocabulary, and literacy skills for grades K-8
3. STAR Math: Assesses math concepts and skills for grades K-8.
4. STAR Spanish: Assesses Spanish literacy/fluency for grades TK-8.

HMH Curricular Assessments

Imagine Schools uses HMM's embedded curricular assessments as a secondary formative assessment tool. These assessments, tied to the relevant curriculum, are designed to monitor student progress, inform instruction, and personalize learning. The assessments measure specific comprehension, foundational literacy (e.g., Foundational Literacy Assessments for K–2), and curriculum standards and help teachers check understanding on weekly or unit-based lessons.

CAASPP Tools

Imagine Schools uses the suite of resources offered by the California Department of Education to help prepare students for the CAASPP. These tools provide hands-on experience with the computer-based testing interface, question formats, and accessibility features prior to taking the actual summative tests. Practice Tests: These grade-specific tests mirror the length, format, and structure of the actual summative assessments and Imagine Schools uses them to check student pacing and content mastery. Training Tests: Shorter than practice tests, the training tests are organized by grade band and help students become comfortable with the software interface, navigation tools, and embedded accessibility features.

Teacher Created Assessments

Imagine Schools' teachers also assess student progress and achievement through the use of standards-aligned, teacher-created assessments including exit tickets, projects, and/or tests. This data is used to inform instruction and student grouping.

Data Driven Culture

Imagine Schools operates using a data-driven culture to inform instruction and support student growth. At the beginning of each school year, teachers review the previous year data for all their students. The formative STAR test is also administered in the beginning of the year as a measure of students' current levels and to support grouping/intervention needs.

Throughout the year, through coaching cycles, and during collaborative and individual planning time, teachers engage in ongoing data analysis (using whatever recent data is available from the formative assessment tools).

Based on various forms of student data, student progress is documented and shared with both the students and families at standardized points throughout the year. Caregiver/teacher conferences are offered to discuss student achievement and possible areas of needed support.

Promotion

Promotion of students is based upon an evaluation of each student's progress as determined by classroom work, observations, class assessments, state assessments, and other relevant information.

The classroom teachers will recommend promotion or retention of students, subject to review and approval of the principal. Criteria for promotion include:

1. Progress towards/mastery of State Standards
2. Teacher/Principal recommendations.
3. Student work

Broader Accountability

The Charter School shall also use data to create an annual School Accountability Report Card ("SARC") in order to report school performance to the community at large as required by the State Constitution and as approved by the Charter School Board of Directors.

Imagine Schools, Riverside County will provide to the County a yearly performance report that provides the information requested in the Memorandum of Understanding ("MOU"). Imagine Schools, Riverside County shall comply with County requests regarding the content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the data in the performance audit to assess and improve upon its educational programming as deemed necessary.

A fall report will be submitted annually to RCOE for the prior year that examines the following:
CAASPP results both in aggregate and disaggregated by numerically significant student subgroups
Progress made toward each of the educational goals and student outcomes identified in the Charter Petition:

1. Results of internal assessments
2. Plans to address areas identified as needing improvement
3. Progress on the goals and actions outlined in its LCAP
4. Professional development provided to further progress on LCAP goals
5. Progress made on the implementation of any changes to curriculum and instructional strategies identified in LCAP
6. Financial update
7. Enrollment update
8. Key Leadership positions update

Imagine Schools, Riverside County will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including but not limited to inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.

Western Association of Schools and Colleges

Imagine Schools continues to engage in independent performance review with the Western Association of Schools and Colleges ("WASC"). A full visit was conducted in May 2022, and a mid-cycle visit in April 2025.

Based on the Accrediting Commission for Schools ("ACS"), WASC mid-cycle visit, it was determined that Imagine Schools, Riverside County met the ACS WASC criteria for accreditation. This accreditation status was based on all the information provided, including the school's progress report, and the satisfactory completion of the mid-cycle accreditation visit. Imagine Schools, Riverside County's accreditation was reaffirmed through the end of the current accreditation cycle ending on June 30, 2028.

Attached as Appendix C, please find the most recent WASC report.

ELEMENT 4. FACILITIES

Governing Law: The location of each charter school facility that the petitioner proposes to operate. [Education Code Section 47605.6(b)(5)(D)]; The facilities to be used by the charter school. [Education Code Section 47605.6(h)]

~~ISRC Coachella Campus~~

~~ISRC's Coachella campus is located at 50930 Calhoun Street, Coachella. The site is on 13 acres and the building encompasses 65,000 square feet and can house 880 students in 35 classrooms and also features a full-size gym, baseball field and room for soccer field, pool, field house building and play area rivaling many public parks.~~

Coachella Campus

Imagine Schools's Coachella Campus, located at 50930 Calhoun St, Coachella, CA 92236, currently sits on 13 acres of property (about 570,000 square feet). The campus has a total of 10 buildings. There are approximately 38 classrooms and an additional 15 offices for staff.

The campus is fully enclosed with security and a system to call the front office for monitored entry. All doors are locked at all times. Surveillance cameras are strategically located throughout the campus, both indoors and outdoors.

The campus serves its approximately 875 students with a cafeteria/school kitchen and both indoor and outdoor eating spaces. The school boasts a full-size indoor gymnasium with a capacity of up to 1,000 which it uses for student physical education classes, athletics, school performances, and other events. The campus has 1 playground for student use.

The campus has 1 parking area which accommodates approximately 75 cars, including spaces designated for individuals with disabilities. The dropoff area accommodates the school's 2 buses.

The campus has an athletic field which can be used for baseball, soccer, and football. While there is also a pool on site, it is currently not used.

Imagine Schools Coachella maintains its campus with a staff of 7 custodial and maintenance/grounds workers.

~~ISRC Hemet Campus~~

~~In Fall 2019, ISRC opened a second campus at 42655 Florida Avenue, Hemet, CA 92544,~~

~~located within Hemet Unified School District boundaries. The site is on 12 acres and the building encompasses 27,000 square feet and will house 250 students in 10 classrooms. The facility is a former church originally built in 2009. The site also features a commercial kitchen, separate office building and sanctuary space. Students started in this facility during the fall of 2019, and ISRC plans to continue to enhance the space to serve students in grades TK-8th.~~

Hemet Campus

Imagine Schools’ Hemet Campus, located at 42655 E Florida Avenue, Hemet, CA 92544, currently sits on 12.46 acres of property (about 543,000 square feet). The campus has a total of 5 buildings with 3 of the buildings added in 2022 and 2024. There are approximately 33 classrooms and 20 additional offices for staff. Many of the classrooms designated for younger grades (TK-1) have within class bathrooms.

The campus is fully enclosed with security and a system to call the front office for monitored entry. All doors are locked at all times. Surveillance cameras are strategically located throughout the campus, both indoors and outdoors.

The campus serves its approximately 800 students with a cafeteria/school kitchen and both indoor and outdoor eating spaces. The campus boasts an indoor auditorium for school performances and other events which seats close to 500 and is equipped with professional lighting and sound systems. The campus has 3 playgrounds for student use.

The campus has 2 entrances/exits to support efficient traffic flow: an entrance and exit on Florida Avenue and an additional entrance and exit on Soboba Street. The campus has 2 parking areas which accommodate over 260 cars, including spaces designated for individuals with disabilities as well as 14 electrical charging stations. The bus loop can accommodate 3 buses.

While the campus does not have any athletic fields at this time, there is land, within the parcel, that could be used for this purpose.

Imagine Schools Hemet maintains its campus with a staff of 6 custodial and maintenance/grounds workers.

Overall Facility Condition

The table below shows the results of the Charter School’s most recent Williams Audit inspection (2025) using the Facility Inspection Tool (“FIT”). This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good

Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions (Coachella)	Exemplary
Overall summary of facility conditions (Hemet)	Good
Date of the most recent FIT report	11/6/2025

Future ISRC Campuses

ISRC affirms that it will seek a material revision of its charter petition from the County Board when it proposes to establish operations at additional sites, pursuant to Education Code Section 47605.6(a)(3).

The nature of real estate is such that Imagine Schools, Riverside County cannot identify an exact location for any additional facilities that it may further establish as of the writing of this charter renewal.

However, we have identified some potential future locations for subsequent ISRC campuses to include, but not be limited to, the following areas:

- Menifee, California
- Murrieta, California
- Temecula, California
- Riverside, California,
- Jurupa Valley, California
- Perris, California

In accordance with Education Code Section 47610, all facilities of the Charter School shall meet the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located, unless the facility is otherwise exempt under Education Code Section 47610.5.

ELEMENT 5. GOVERNANCE STRUCTURE

Governing Law: *The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. [Education Code Section 47605.6(b)(5)(E)]*

Non-Profit Public Benefit Corporation

Imagine Schools, Riverside County is a directly funded independent charter school and is operated as a California non-profit public benefit corporation.

The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County Board is not liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County Board has complied with all oversight responsibilities required by law.

Attached, as Appendix D, please find the ISRC Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

Board of Directors

The Charter School will be governed by a corporate Board of Directors (“ Board of Directors ”) in accordance with its adopted corporate bylaws. These Bylaws shall be consistent with the terms of this charter.

The Board of Directors will consist of no less than five (5) and no more than seven (7) members, including: at least three (3) community members who have expertise in one or more of the following areas: education, school administration, school finance, school construction, curriculum development, law, government, public safety, English language development, and pupil services. The community representatives on the Board of Directors may include parents of students enrolled in the Charter School.

In addition, in accordance with Education Code Section 47604 (c), the County may appoint a representative to the Board of Directors. **If the County appoints a representative to the Board of Directors, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.** ~~If the County appoints a representative to the Board of Directors, another community member may be appointed.~~

Board Member Terms and Appointment

All directors, except for the representative designated by the governing board of the chartering authority, shall be appointed by the existing Board of Directors. Each director shall hold office ~~for~~ **in accordance with the Charter School's Bylaws.**

~~two (2) years and until a successor director has been designated and qualified.~~

Board Meetings

The Board approves a meeting calendar annually with a set number of regular meetings. Agendas are posted physically and on the schools' websites as required by the Brown Act and Education Code Section 47604.1 (c). The Board of Directors may designate that a meeting be held at any place within the physical boundaries of Riverside County. Board meetings shall be conducted in accordance with the Brown Act, including any applicable teleconferencing provisions. ~~boundaries of the county in which that charter school or schools are located. A two-way teleconference location shall be established at each school site.~~

Board of Director Duties

The Board of Directors of Imagine Schools, Riverside County will meet on a regular basis, at least quarterly, and satisfy all legal requirements in accordance with the Brown Act. The Board of Directors will hold ultimate responsibility for the operation of the Charter School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board of Directors values and considers input from parents, staff, students, and community members when making decisions affecting the Charter School.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- ~~±~~ Approve and monitor the implementation of general policies of the Charter School.
- ~~±~~ Review and approve the Charter School's annual budget and budget revisions.
- ~~±~~ Execute all applicable responsibilities provided for in the California Corporations Code.
- ~~±~~ Approve the school calendar and schedule of Board meetings.
- ~~±~~ Review requests for out of state or overnight field trips.
- ~~±~~ Participate in the dispute resolution procedure and complaint procedures when necessary.
- ~~±~~ Approve charter amendments as necessary and submit material revisions as necessary for granting agency consideration.
- ~~±~~ Approve annual fiscal audit and performance report and SARC.
- ~~±~~ Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- ~~±~~ Enter into contracts to which the Charter School is a party.
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars (\$100,000) in a fiscal year.

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

The Charter School has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, and the Charter School complies with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict-of-Interest Code is attached within the Appendix D.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Board of Directors will attend an in-service for the purpose of training individual board members on their responsibilities with topics to include at minimum **ethics (AB 2158)**, conflicts of interest, the Brown Act, **school finance (AB 640)**, and **child abuse and neglect**.

~~The Charter School shall comply with the Brown Act, Public Records Act, Political Reform Act and Government Code Section 1090, as applicable to charter schools pursuant to Education Code Section 47604.1.~~

Selection of Officers

The officers of this corporation shall be a Chair, a Secretary, and a Chief Financial Officer. The officers of this corporation, except the President, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

~~The Principal~~

~~The Principal will be the leader of the Charter School and the day-to-day manager. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences. The Principal will report directly to the RD and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Principal is assigned to perform assigned tasks directed from the Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:~~

- ~~• Ensure the Charter School enacts its mission and stays true to the charter~~
- ~~• Interview, hire, supervise and evaluate, discipline & dismissal teachers and staff~~

- ~~Communicate and report to the Board of Directors~~
- ~~Oversee school finances to ensure financial stability and consistency with the budget~~
- ~~Serve as the school site curricular and instructional leader~~
- ~~Participate in and develop professional development workshops as needed~~
- ~~Serve or appoint a designee to serve on any committees of the Charter School~~
- ~~Ensure compliance with all applicable state and federal laws and help secure local grants~~
- ~~Communicate with parents, recruit new families and students, and assure families of academic growth~~
- ~~Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors~~
- ~~Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County~~
- ~~Identify the staffing needs of the Charter School and offer staff development as needed~~
- ~~Maintain up to date financial records~~
- ~~Ensure that appropriate evaluation techniques are used for both students and staff~~
- ~~Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables~~
- ~~Hire qualified substitute teachers as needed~~
- ~~Ensure the security of the school building~~
- ~~Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media~~
- ~~Encourage and support teachers through on-going professional development~~
- ~~Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.~~
- ~~Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested~~
- ~~Provide all necessary financial reports as required for proper ADA reporting~~
- ~~Develop the Charter School annual performance report and SARC~~
- ~~Present fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the County, the State Controller and the California Department of Education~~
- ~~Manage student discipline, and as necessary participate in the suspension and expulsion process~~
- ~~Participate in special education meetings as necessary~~

~~The above duties may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other employee, or to an appropriately qualified third party provider.~~

~~Imagine Schools Non Profit~~

~~Imagine Schools Non Profit provides direction and support for certain operations of the Charter School, which will include but not be limited to:~~

- ~~Providing a campus for Imagine Schools, Riverside County to operate~~
- ~~Orienting and educating Charter School personnel about sound financial practices~~
- ~~Providing legal counsel, unless separate legal counsel is required, subject to conflict of interest rules~~
- ~~Developing curriculum~~
- ~~Providing professional development~~
- ~~Administrative Expertise~~
- ~~Recruitment and marketing~~
- ~~Compliance with state and federal laws training and oversight~~

~~Imagine Schools Non-Profit provides an Executive Vice President and Regional Director, who will work with Imagine Schools, Riverside. The Executive Vice President and the Regional Director work with ISRC to ensure the charter school is in compliance with all applicable laws, adheres to its charter, and provides an “open door” policy with parents. The Regional Director is responsible for, among other tasks, assisting ISRC with Board meeting preparations and communication with Board members.~~

~~ISRC Organization Chart~~

Imagine Schools Non-Profit (ISNP)

ISNP is a contracted services provider to support and encourage academic excellence and effective financial and operational management. ISNP supports in a variety of ways, including but not limited to:

- Regional leadership to oversee and support school operations and liaising with school governing board
- Curriculum monitoring and support, including alignment to state standards
- Administration and analysis of annual student, parent,, and employee satisfaction surveys
- Supervision, support, and assistance in developing budgets, working with independent auditing firms, and preparing periodic and annually audited financial reports
- Assistance with development of enrollment and marketing plans and materials
- General school operation/administration consultation and support, including but not limited to areas such as grade configuration and student capacity; scheduling; recordkeeping; school policies and procedures; grant applications; staff recruitment; and school operation systems

Imagine Schools Non-Profit provides an Executive Vice President and Regional Director to support ISRC. The Executive Vice President is responsible for:

- Monitoring regional outcomes, ensuring that schools consistently meet or exceed academic expectations
- Aligning school operations, development, and economics with Imagine Schools’ shared values and core mission

- Providing support to the School Board, ensuring robust governance partnerships and adherence to operational standards

The Regional Director is responsible for:

- Providing instructional leadership support to the principals
- Supervising key campus leaders (see organizational chart above)
- Ensuring financial management of the budget

Governance Structure

Site-based governance is led by each campus' school principal and several LEA staff who support on key roles such as academics, human resources, special education, business/compliance, and data and assessment.

The Principal is responsible for:

- Providing leadership to all staff, including instructional leadership for teachers
- Ensuring a safe and inclusive culture for staff and students
- Making staff hiring and termination decisions

The Regional Academic Director is responsible for:

- Ensuring the successful implementation of Imagine Schools' curricula
- Supporting coaches in the implementation of coaching cycles, lesson design, data analysis, and implementation of best practices
- Facilitating professional development sessions and promoting a culture of continuous improvement

The Manager of Special Education is responsible for:

- Building school capacity to ensure the full provision of services for students with special needs
- Assisting in the development of professional development opportunities to address needs and increasing the quality of specially-designed instruction
- Supervising the maintenance of case records on students and the completion of all reports

The Director of Business and Compliance is responsible for:

- Leading the development, forecasting, and monitoring of annual operating budget
- Ensuring that all school business practices and accounting procedures meet federal, state, and local requirements, including the preparation of compliance and management reports.
- Overseeing core operational functions, including purchasing

The Director of Human Resources is responsible for:

- Developing a robust recruitment and selection strategy for open positions; recruit, screen and process applicants for hire

- Collaborating with leadership to review and update policies, ensuring alignment with legal and institutional standards.
- Developing a clear Human Resources strategy for the campuses

The Manager of Data and Assessment is responsible for:

- Collaborating with school leaders to monitor progress toward academic goals, benchmarks, and accountability measures
- Preparing clear, user-friendly data reports, dashboards, and summaries for school leadership, teachers, and external stakeholders
- Providing training, coaching, and professional development to teachers and school leaders on accessing, interpreting, and using assessment data effectively

More detailed job descriptions are provided in [Element 6](#).

Stakeholder Involvement

School Site Council

~~A School Site Council is currently in place at the Coachella campus and being established at the Hemet campus. Parents and other members of the School Site Council are responsible for the approval of the single plan for student achievement and any and all matters related to the strengthening of the Imagine Schools, Riverside County community. The School Site Council consists of parents, staff and the Principal. Parents will be able to voice concerns before the School Site Council that may not fit into the Imagine Schools, Riverside County's Board meeting format or timeline and those concerns will be heard directly by a member of the Charter School's administrative team. Additionally, the School Site Council may make formal or informal recommendations to the Board of Directors through direct communication with one of the Board members. Such recommendations can become Board of Directors agenda items.~~

A School Site Council is in place at both campuses. Parents and other members of the School Site Council are responsible for the approval of the single plan for student achievement and any and all matters related to the strengthening of the Imagine Schools, Riverside County community. The School Site Council consists of parents, staff and the Principal. Parents voice concerns before the School Site Council that may not fit into the Imagine Schools, Riverside County's Board meeting format or timeline and those concerns will be heard directly by a member of the Charter School's administrative team. Additionally, the School Site Council may make formal or informal recommendations to the Board of Directors through direct communication with one of the Board members. Such recommendations can become Board of Directors agenda items.

English Learner Advisory Committee (ELAC)

~~Imagine Schools, Riverside County will form an English Learner Advisory Committee ("ELAC") in accordance with Education Code Section 52176 at each campus. The ELAC will serve as an advisory body to the Imagine Schools, Riverside County Board of Directors and the~~

~~Principal in the four areas enumerated in Education Code Section 52176(c). The Charter School will work with parents of both English Learners and English-speaking students in developing and adopting parent involvement strategies and policies. The English Learner Advisory Committee will consist of five members, including: two (2) staff members of Imagine Schools, Riverside County; and three (3) parents.~~

~~Meetings of the ELAC shall comply with the Brown Act.~~

Imagine Schools, Riverside County has an ELAC at each campus. The ELAC serves as an advisory body to the Imagine Schools, Riverside County Board of Directors and the Principal to develop plans in the following four areas of: the development of a detailed master plan for bilingual education; the school needs assessment; the language census; and ways to make parents aware of the importance of regular school attendance. The Charter School will work with parents of both English Learners and English-speaking students in developing and adopting parent involvement strategies and policies. The English Learner Advisory Committee will consist of five members, including: two (2) staff members of Imagine Schools, Riverside County; and three (3) parents.

Parent Involvement

~~Parents will be strongly encouraged to contribute a minimum of 10 hours per family, per academic year to Imagine Schools, Riverside County. Completion of volunteer hours, however, is not a prerequisite of enrollment at Imagine Schools, Riverside County. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at home assistance); tutoring; attending parent teacher conferences; attendance at meetings of the Board of Directors (as member or observer), ELAC, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. Parents play a vital role as mentioned in the educational program of the charter. Before families enroll, they must fully understand the components of the program model and attend an orientation meeting held in Spanish and English. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This will also give parents an opportunity to have any questions answered and talk to other parents that already have students in the program. We ask that all families who join the program are ready and willing to support the efforts of the Charter School. Imagine Schools, Riverside County will make accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting.~~

~~Parents will be strongly encouraged to attend regular parent meetings designed to keep them informed of what is happening at Imagine Schools, Riverside County. Because all the teachers are bilingual, our Spanish-speaking parents will have an increased opportunity to keep close communication with the parents. This level of trust that parents feel towards teachers translates into increased parent participation with their child's education as well as all Charter School functions.~~

~~Parent involvement is essential, so family outreach is a central component of the educational program. In addition to the Parent Advisory Council described above, families can also participate in governance through a Family Association (similar to PTO) and volunteer around~~

~~campus in everything from assisting teachers in the classroom to fundraising. Families also are drawn into the learning by taking part in special family centered science, technology, cultural, and math events.~~

~~In accordance with Education Code Section 47605.6(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.~~

~~Imagine Schools, Riverside County will form a dual language parent teacher organization (“PTO”) at each school site, to inform parents about all aspects of the dual language program. The PTO will meet on a monthly basis and will educate parents about the dual language immersion model and how it is designed to promote strong academic outcomes. Once parents are educated and informed about the various aspects of the dual language program, they can begin to effectively support the program. Parent participation will include volunteering in the classroom, helping teachers prepare educational materials, organizing school wide events, structuring homework and study time at home for their children, fund raising just to name a few ways dual language parents support their child’s education. Administrators at the ISRC school sites shall consider planning events to bring the students, parents, and staff from each school site together, as appropriate and feasible during each school year.~~

~~Parents also play a vital role in intervention at Imagine Schools, Riverside County. In accordance with this charter, parents are responsible to volunteer in multiple roles around the campus, including but not limited to tutoring students and in the after school success center.~~

~~In addition, an “open door” policy enables easy access to administration. There is also an “open door” policy with the Regional Director and Executive Vice President. Parents, teachers, support staff, and community members are welcomed to contact the regional office at any time.~~

Please see the Home/School Collaboration section in Element 1 for additional information on how Imagine Schools ensures parental/family engagement.

~~ELEMENT 6. EMPLOYEE QUALIFICATIONS~~

~~Governing Law: The qualifications to be met by individuals to be employed by the charter school.~~

~~Education Code~~

~~Section 47605.6(b)(5)(F)~~

~~For all employees, Imagine Schools, Riverside County will follow all applicable provisions of law. The Charter School shall be nonsectarian in its programs, employment practices, and all other operations, shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).~~

~~In addition to requirements enumerated in Element 7 for health and safety, following are job responsibilities and qualifications for key employees of the Charter School.~~

~~Teachers~~

~~Teachers at Imagine Schools, Riverside County will be responsible for:~~

- ~~• Setting standards for student achievement.~~
- ~~• Leading, directing, and supporting the Charter School's instructional program.~~
- ~~• Providing instructional leadership in advancing proven learning practices.~~
- ~~• Monitoring student academic achievement.~~
- ~~• Supporting the development of a network of student support systems.~~
- ~~• Being involved in the professional development plan.~~
- ~~• Overseeing assessment and evaluation of students.~~
- ~~• Establishing and maintaining a team philosophy.~~
- ~~• Monitoring safety and security of students.~~
- ~~• Assisting in development of organizational strategic plan.~~
- ~~• Being involved in committees and task forces to support the Charter School's mission.~~

~~Qualifications~~

~~• California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. (Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.)~~

~~• Bilingual, Cross-Cultural, Language and Academic Development ("BCLAD")~~

~~Certified/Spanish language proficiency.~~

- ~~• Meet any applicable ESSA requirements.~~
- ~~• Commitment to the mission and goals of the Charter School.~~
- ~~• Comprehensive knowledge of learning theories and curriculum development.~~
- ~~• Educational leadership experience.~~
- ~~• Demonstrated record of serving students and families in a culturally diverse learning environment.~~
- ~~• Ability to effectively communicate with the Charter School's stakeholders.~~
- ~~• Proficient with technology and computers.~~

- ~~Ability to manage a budget.~~
- ~~An interest and expertise in curriculum and instruction.~~
- ~~Entrepreneurial thinking and strategic vision.~~
- ~~Ability to communicate clearly to multiple, diverse constituencies.~~
- ~~Good judgment and compassion.~~
- ~~Belief that all students can learn at the speed of personal potential.~~

~~Teachers at the Charter School must have an ability to facilitate and articulate a shared vision of academic excellence for the school community and create and maintain the support structures necessary to achieve the vision.~~

~~Principal~~

~~The Principal will organize, administer, supervise and evaluate all aspects of the Charter School. The Principal will be responsible for providing the instructional, operational, and administrative leadership necessary for the success of the Charter School. The Principal will be held accountable for the continuous improvement of Charter School staff and for increased student achievement. Hiring of the principal shall be the responsibility of the ISRC Board.~~

~~The Principal at Imagine Schools, Riverside County will be responsible to:~~

- ~~Ensure the Charter School enacts its mission and stays true to the charter~~
- ~~Interview, hire, supervise and evaluate teachers and staff~~
- ~~Communicate and report to the Board of Directors~~
- ~~Oversee school finances to ensure financial stability and consistency with the budget~~
- ~~Participate in and develop professional development workshops as needed~~
- ~~Serve or appoint a designee to serve on any committees of the Charter School.~~
- ~~Ensure compliance with all applicable state and federal laws and help secure local grants~~
- ~~Communicate with parents, recruit new families and students, and assure families of academic growth~~
- ~~Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors~~
- ~~Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County~~
- ~~Identify the staffing needs of the Charter School and offer staff development as needed~~
- ~~Maintain up-to-date financial records~~
- ~~Ensure that appropriate evaluation techniques are used for both students and staff~~
- ~~Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables~~
- ~~Hire qualified substitute teachers as needed~~
- ~~Ensure the security of the school buildings~~
- ~~Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media~~
- ~~Encourage and support teachers through on-going professional development~~
- ~~Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.~~

- ~~Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested~~
- ~~Provide all necessary financial reports as required for proper ADA reporting~~
- ~~Develop the Charter School annual performance report and SARC~~
- ~~Present fiscal audit to the Charter School Board of Directors, and after review by the Board of Directors, present audit to the County Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education~~
- ~~Manage student discipline, as necessary participate in the suspension and expulsion process~~
- ~~Participate in special education meetings as necessary~~

~~The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an appropriately qualified third party provider.~~

~~Qualifications~~

- ~~Preliminary or Professional California Administrative Services Credential (desired)~~
- ~~BCLAD certification (desired)~~
- ~~Bilingual (desired)~~
- ~~Commitment to the mission and goals of the Charter School~~
- ~~Educational leadership experience~~
- ~~Demonstrated record of serving students and families in a culturally diverse learning environment~~
- ~~Ability to manage a budget~~
- ~~An interest and expertise in curriculum and instruction~~
- ~~Entrepreneurial thinking and strategic vision~~
- ~~Proven success in fundraising~~
- ~~Ability to communicate clearly to multiple, diverse constituencies~~
- ~~Good judgment and compassion~~
- ~~Belief that all students can learn at the speed of personal potential~~
- ~~Ability to facilitate and articulate a shared vision of academic excellence for the Charter School community and create and maintain the support structures necessary to achieve the vision~~

~~Other Non-Instructional Staff~~

~~Imagine Schools, Riverside County will seek the following non instructional staff to be committed to the mission of the Charter School and to supporting the Principal, teachers and other staff in achieving exceptional student learning outcomes.~~

~~Business Manager~~

- ~~All accounting (A/P, A/R, payroll, bookkeeping and reporting) of the Charter School~~
- ~~Monitoring the Charter School's budget~~
- ~~Administering school site contracts (e.g. copier, telephone),~~
- ~~Coordinating insurance (Worker's Compensation and personnel benefits program)~~

~~Minimum Qualifications:~~

- ~~Bachelor's Degree in a related field; preferably business administration or accounting~~

- Five to seven years accounting or business manager work experience; preferably in an educational setting

- Knowledge, Ability & Skills: Needs strong organizational skills and attention to detail; a passion for producing exceptional, high quality work and for ongoing personal learning and development; proficiency in Microsoft Office applications, and the Windows operating system.

The position of Business Manager may be contracted out to a qualified service provider.

Administrative Assistant

The Administrative Assistant at Imagine Schools, Riverside County will be responsible to:

- Manage and maintain Principal's office professionally
- Greet English and Spanish speaking parents, students and other staff members
- Schedule appointments with the Principal
- Develop or expand professional letters in English and Spanish for distribution to parents and staff
- Perform general office duties including filing, copying, faxing, and answering phone calls
- Receive and organize daily mail for the Principal
- Enroll any new hire employees into the appropriate insurance groups
- Prepare all necessary agendas and information for site council meetings and other information as deemed necessary by the Principal
- Coordinate the collection and reporting of data to the California Department of Education with the Principal
- Assist the Principal with any projects or special assignments as requested

Minimum Qualifications:

- Associate Degree or better
- Two years experience, preferably in a school setting
- Bilingual preferred

Knowledge, Ability & Skills: Knowledge of educational systems; proficient in Microsoft Word and Excel; ability to use office machines proficiently; ability to compose communications from the principal; ability to handle scheduling responsibilities and filing duties.

Teacher's Aide

Teacher's aides must like to work with children, as this is a primary function. In addition, they must be willing and able to supervise children on the playground, which might involve special training on anti-bullying and other programs. Teacher's aides need to be good communicators, since student progress is often a topic of professional conversation. Aides must also enjoy teaching to ensure the concepts of the curriculum are conveyed during one-on-one student sessions. Teaching aides also need patience.

Properly trained paraprofessionals (teaching assistants) can play an important role in improving student achievement, by reinforcing and augmenting a teacher's effort in the classroom. IRC requires that paraprofessionals assigned to work directly with students meet higher standards of qualification.

- Paraprofessionals whose duties include instructional support must have:
- High school diploma or the equivalent, and

- ~~• Two years of college (48 units), or~~
- ~~• A degree (or higher) is preferred~~
- ~~• Additional Qualifications:~~
- ~~• Bilingual (desired)~~

~~Staffing Needs and Expectations~~

~~The Charter School expects all employees across all school sites to comply with the above identified employee qualifications, and any other job descriptions or expectations that it may provide. Each school site shall maintain the number of administrators, teachers, and support staff as appropriate for its respective student enrollment.~~

Revised Element 6 – Added in Full

ELEMENT 6. EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school.*

[Education Code Section 47605.6(b)(5)(F)]

For all employees, Imagine Schools, Riverside County will follow all applicable provisions of law. The Charter School shall be nonsectarian in its programs, employment practices, and all other operations, shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In addition to requirements enumerated in for health and safety, following are job responsibilities and qualifications for key employees of the Charter School.

Instructional Staff

Key instructional staff positions include the general education teacher, the special education teacher, and the instructional coach. Each of these are described in detail below.

General Education Teacher

Position Overview

Imagine Schools, Riverside County is a dynamic and collaborative dual language (Spanish) immersion school. Teachers have the privilege of delivering high-quality, standard-aligned instruction in a supportive, student-centered learning environment and working with students, families, and other teachers and staff to achieve goals. Teachers at Imagine Schools have 3+ hours per week of collaborative planning time and various professional development opportunities.

Key Competencies

- *Mission aligned*

- o Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve.
- o Believes in the power of multilingualism.

- *Focus on achievement*

- o Track record of improving student achievement.
- o Willingness to hold oneself accountable to increased student achievement.
- o Ability to deliver engaging, standards-based instruction using instructional best practices; uses data to inform instruction.
- o Differentiates instruction to meet the needs of diverse learners, including English Learners and students with IEPs/504 plans.
- o Demonstrates strong attention to detail and organizational skills.

- *Ability to build strong relationships*

- o Establishes and maintains a positive and inclusive classroom environment.
- o Builds and cultivates relationships with students, families, and colleagues through a commitment to common goals.

o Is an effective listener who seeks to understand the opinions and experiences of others; an honest and transparent communicator.

- *Growth mindset*

o Demonstrates a learning orientation for oneself and students.

o Recognizes and embraces change; seeks out opportunities to learn new things and persist through and grow from challenges.

Qualifications

- Bachelor's degree required; degree in education/related field preferred.
- The CTC certificate, permit, or other document required for the teacher's certificated assignment or Intern eligibility for teaching credential required (Imagine Schools will support intern candidates in completing program requirements).
- Valid EL Authorization
- Bilingual (fluent) in Spanish preferred (or required).
- Teaching experience preferred.
- Experience in charter schools and/or diverse school communities preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Special Education Teacher

Position Overview

The Special Education Teacher is responsible for providing instruction and support to students with disabilities in accordance with their Individualized Education Programs to fulfill their potential for intellectual, emotional, physical, and social growth. The Special Education Teacher collaborates with general education teachers, families, and related service providers to create a supportive and inclusive educational environment that promotes student success and independence. The Special Education Teacher works in self-contained, collaborative, departmental, or itinerant capacity as assigned and reports to the Principal and Manager of Special Education.

Performance Responsibilities

- In collaboration with students, families, and other staff members, develop, implement, and monitor Individualized Education Programs in compliance with federal and state requirements.
- Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
- Provide direct instruction in academic, social, behavioral, and life skills areas based on each student's IEP.
- Use a variety of instructional strategies and assistive technologies to meet diverse learning needs as stated in IEPs; adapt and modify general education curriculum as needed.
- Assess student progress and maintain accurate records of assessments, services, and IEP goal progress.
- Collaborate with general education teachers to ensure accommodations and modifications are implemented effectively; serve as a resource to other staff regarding the needs of students; when case manager, provide appropriate sections of the IEP.
- Provide opportunities for students to explore life and career goals.

- Establish and maintain rapport with students; establish and maintain standards of behaviors for individual students, manage student behavior and administer discipline including behavior intervention according to the IEP.
- Create a classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students.
- Access resource persons or specialists to provide guidance toward developing a plan when working with a student with unique needs.
- Maintain contact with families and other professional staff regarding student performance through activities such as family-teacher conferences, progress reports, letters, special education report cards, staffing, case management duties, and IEP Committee meetings.
- Provide or supervise personal care and hygiene of students as stated in the IEP.
- Plan and supervise purposeful instructional (non-clerical) assignments for teacher aide(s).
- Maintain professional development through such activities as classes, conferences, seminars, workshops, and professional journals; attend all staff development provided by SELPA personnel regarding federal, state and local procedures for special education.
- Demonstrate behavior that is professional, ethical, and responsible; ensure the confidentiality of information pertaining to special education students.
- Perform various administrative activities (e.g., attend campus faculty meetings, campus and other staff meetings, order equipment and supplies, copy materials, coordinate instructional department activities).
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Perform other duties as assigned.

Key Competencies

- *Mission aligned*
 - o Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve.
 - o Exhibits patience, empathy, and a passion for working with students with disabilities.
- *Focus on results*
 - o Track record of achieving results.
 - o Willingness to hold themselves accountable to results.
 - o Demonstrates strong attention to detail and organizational skills.
- *Expertise in special education services*
 - o Understands both the compliance and instructional aspects of special education services.
 - o Understands instructional best practices.
 - o Has knowledge of IDEA and other applicable special education laws and regulations.
 - o Has awareness of behavior management systems, intervention strategies, and educational technology and assistive devices.
 - o Has knowledge of Individual Education Program process, development and implementation.
- *Ability to build strong relationships*
 - o Builds and cultivates relationships through a commitment to common goals.

o Is an effective listener who seeks to understand the opinions and experiences of others; is honest and transparent communicator.

Qualifications

- Bachelor's degree required; degree in education/related field preferred.
- CTC certificate, permit, or other document required for their certificated assignment, or Intern eligibility for teaching credential required (Imagine Schools will support intern candidates in completing program requirements).
- EL Authorization preferred.
- Bilingual (fluent) in Spanish preferred (or required).
- Teaching experience preferred.
- Experience in charter schools and/or diverse school communities preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Instructional Coach

Position Overview

The Instructional Coach serves as a critical lever in improving student achievement at Imagine Schools, Riverside County. The Coach builds teacher capacity and understanding of instructional practices as related to the State Standards and data driven instruction. The Coach supports high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. The Coach role is not a supervisory position and does not include formal evaluation of colleagues.

Performance Responsibilities

- Support Understanding of Standards, Curriculum, and Assessment Data
 - o Supports the instructional development of all teachers in understanding the State Standards, the curriculum, and varied assessments.
 - o Provides direction and coordination for curricular pacing and needed differentiation.
 - o Assists teachers with resources, materials, tools, and information to support classroom instruction and planning, including new resources.
 - o Supports teachers and administrators in using data to improve instruction on all levels.
- Direct teacher supports
 - o Conducts frequent observations of teacher practice and provides feedback.
 - o Develops coaching plans for teachers to ensure student improvement; document coaching logs and related data.
 - o Supports improved teacher practices through modeling and co-teaching lessons in classrooms.
 - o Supports teachers in review of data/student work.
 - o Builds strong relationships with teachers, administrators, and other coaches to support effective feedback cycles.
- School-wide Leadership
 - o Articulates an instructional vision that is data-driven, standards-aligned, and rooted in a belief that all students can achieve at high levels.
 - o Conducts trainings/professional development sessions based on individual and school-wide needs.

- o Creates coaching and professional development schedule in collaboration with the school administration.
- o Provides support and guidance to various collaborative teams within the building.
 - Contributes to the development of systems and structures to improve teacher practice.
- o Tracks student and teacher progress to assess the effectiveness of coaching.
- o Attends training sessions as applicable
- o Performs other duties as assigned by the principal and/or Regional Director.

Key Competencies

- *Mission aligned*
 - o Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve.
 - o Believes in the power of multilingualism.
- *Focus on achievement*
 - o Track record of improving student achievement
 - o Willingness to hold oneself accountable to improved teacher practice and increased student achievement.
 - o Demonstrates expertise in instructional best practices for both students and adults.
 - o Demonstrates strong attention to detail and organizational skills.
- *Ability to build strong relationships*
 - o Builds and cultivates relationships with students, families, and colleagues through a commitment to common goals.
 - o Is an effective listener who seeks to understand the opinions and experiences of others; an honest and transparent communicator.
- *Growth mindset*
 - o Demonstrates a learning orientation for oneself and students.
 - o Recognizes and embraces change; seeks out opportunities to learn new things and persist through and grow from challenges.

Experience, Education, and Credentials

- Bachelor's degree required; advanced degree preferred.
- Valid CA credential required (Multiple Subject or Single Subject ELA, Math, Science, or Social Sciences).
- Minimum of five (5) years teaching experience; experience in K-8 education preferred.
- Teacher leadership experience preferred.
- Experience in charter schools and/or diverse school communities preferred.
- Bilingual (fluent) in Spanish preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

School Leadership

Key school leadership positions include the principal, assistant principal, and dean. Each of these are described in detail below.

Principal

The Principal will organize, administer, supervise and evaluate all aspects of the Charter School. The Principal will be responsible for providing the instructional, operational, and administrative leadership necessary for the success of the Charter School. The Principal will be held accountable for the continuous improvement of Charter School staff and for increased student achievement. Hiring of the principal shall be the responsibility of the ISRC Board.

The Principal at Imagine Schools, Riverside County will be responsible to:

- Ensure the Charter School enacts its mission and stays true to the charter
- Interview, hire, supervise, dismiss, and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability and consistency with the budget
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School.
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school buildings
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers through on-going professional development
- Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the Charter School annual performance report and SARC
- Present fiscal audit to the Charter School Board of Directors, and after review by the Board of Directors, present audit to the County Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an appropriately qualified third party provider.

Qualifications

- Preliminary or Professional California Administrative Services Credential (desired)
- BCLAD certification or other valid EL Authorization (desired)
- Bilingual (desired)
- Commitment to the mission and goals of the Charter School
- Educational leadership experience
- Demonstrated record of serving students and families in a culturally diverse learning environment
- Ability to manage a budget
- An interest and expertise in curriculum and instruction
- Entrepreneurial thinking and strategic vision
- Proven success in fundraising
- Ability to communicate clearly to multiple, diverse constituencies
- Good judgment and compassion
- Belief that all students can learn at the speed of personal potential
- Ability to facilitate and articulate a shared vision of academic excellence for the Charter School community and create and maintain the support structures necessary to achieve the vision
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Assistant Principal

Position Overview

The Assistant Principal ("AP") assists the Principal in ensuring the mission of the Charter School is realized. The AP provides instructional leadership through teacher development and evaluation and supports the school's daily operations including student culture and attendance. The AP also serves as a liaison with families and the community. The Assistant Principal reports to the Principal.

Performance Responsibilities

- Implement the Charter School's charter in collaboration with the Principal, the Board of Directors and the chartering authority.
- Exert co-leadership in the adaptation of the general program of education meeting the needs of the State and the community served.
- In collaboration with the principal, ensure a school-wide focus on teaching and learning that is data-driven and standards-aligned.
- Demonstrate an understanding of and infuse the school culture with Imagine Schools' *Six Measures of Excellence* in the execution of duties.
- Collaborate and clearly communicate with parents/guardians, and other educators; create a cooperative relationship in support of students.
- Model positive character virtues and habits; assist students in developing positive moral and performance character attributes.
- Assist in administering the budget appropriation allocated to the Charter School.

- Assist the Principal to implement in a fair and consistent manner, effective discipline and attendance systems that have high standards and are consistent with the philosophy, values and mission.
- Promote a safe and orderly environment that encourages students to take responsibility for their behavior, creating high morale for staff and students.
- Assume the responsibility for the health, safety and welfare of the students, staff and visitors.
- Assist staff in the performance of their duties.
- Perform other duties as assigned.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.
- *Focus on achievement* - Track record of improving student achievement; willingness to hold self accountable to improved teacher practice and increased student achievement. Demonstrates expertise in instructional best practices for both students and adults. Demonstrates strong attention to detail and organizational skills.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.
- *Growth mindset* - Demonstrates a learning orientation for themselves, staff, and students. Recognizes and embraces change; seeks out opportunities to learn new things and persist through and grow from challenges.
- *Experience as a Leader* – Able to support the implementation of a vision and to manage a large, multilayered team effectively. Skilled at managing change and collaborating with others to ensure results.

Experience, Education, and Credentials

- Master's Degree required.
- Valid California Administration Services credential required.
- Five years' experience in K-12 education required; experience in K-8 preferred.
- School leadership experience (principal, AP, coach, department chair, etc.) required.
- Bilingual in Spanish, preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Dean of Students

Position Summary

The Dean of Students supports a positive school culture focused on academic excellence, character development, social-emotional learning, and student accountability within a dual-language educational environment. The Dean of Students actively supports ISRC's commitment to student and family engagement by fostering strong communication with both English and Spanish speaking students and families. The Dean serves as a visible campus leader responsible for student behavior systems, restorative practices, attendance interventions, student supervision, and culture-building initiatives. The

position collaborates closely with administrators, teachers, counselors, families, and support staff to ensure consistent implementation of school expectations and behavioral supports.

Performance Responsibilities

- School Culture & Climate

- o Promote and maintain a positive, safe, and orderly campus environment
- o Lead implementation of student behavior expectations and PBIS/restorative practices.
- o Build strong relationships with students, families, and staff to foster a culture of accountability and belonging.
- o Support school-wide social-emotional learning initiatives and character education programs.
- o Support and promote ISRC's dual-language instructional model and culturally responsive school environment.
- o Foster inclusive communication and engagement opportunities for English- and Spanish-speaking families.
- o Serve as a visible presence during arrival, dismissal, lunch, recess, transitions, and school events.

- Student Discipline & Behavior Support

- o Investigate and address student behavior concerns in alignment with ISRC policies and Education Code requirements.
- o Facilitate restorative conferences, behavior interventions, and conflict resolution strategies.
- o Maintain accurate discipline documentation, incident reports, and behavioral records.
- o Collaborate with teachers and support staff regarding classroom management and intervention strategies.
- o Support implementation of Behavior Intervention Plans, safety plans, and student support plans when applicable.

- Attendance & Student Accountability

- o Monitor student attendance, tardiness, and truancy trends.
- o Coordinate attendance interventions and family outreach efforts.
- o Participate in Student Study Teams, MTSS meetings, and intervention planning.
- o Support chronic absenteeism reduction initiatives.

- Leadership & Collaboration

- o Collaborate with the Principal and leadership team to support school operations and campus supervision.
- o Provide coaching and support to staff regarding student management strategies.
- o Partner with counselors, special education staff, and outside agencies to support student success.
- o Communicate effectively with diverse families and stakeholders, including Spanish-speaking families, to strengthen school-home partnerships.
- o Assist with emergency response procedures, student safety protocols, and crisis intervention when necessary.
- o Support school events, assemblies, extracurricular activities, and family engagement opportunities.

- Compliance & Documentation

- o Ensure confidentiality of student and personnel information.
- o Maintain compliance with mandated reporting laws, Title IX, and student safety requirements.
- o Prepare reports and documentation related to discipline, attendance, and school culture metrics.
- o Follow ISRC policies, procedures, and operational expectations.
- o Other Duties
- o Perform other duties as assigned by the Principal or designee to support school operations and student success.

Qualifications

- Bachelor's degree from an accredited institution.
- Minimum of two (2) years of experience working with K–12 students in an educational setting, TK-8 preferred
- Valid California administrative credential or enrollment in a program to earn one.
- Experience with student discipline, behavior intervention, or school culture initiatives including restorative practices, PBIS, and trauma-informed approaches.
- Strong interpersonal, communication, and conflict-resolution skills.
- Ability to build positive relationships with diverse student and family populations.
- Commitment to supporting a dual-language and multicultural educational environment.
- Bilingual in English and Spanish preferred
- Experience in a charter school environment.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Non-Instructional Support Staff

Key non-instructional support staff positions include the school psychologist, speech language pathologist, occupational therapist, and paraprofessional. Each of these are described in detail below.

School Psychologist

The School Psychologist provides psychological services to support students' academic, emotional, and social development. The Psychologist conducts psycho-educational assessments, provides counseling, collaborates with staff and families, and develops appropriate interventions. The Psychologist reports to the School Principal and the Manager, Special Education.

Performance Responsibilities

- Conduct comprehensive psycho-educational evaluations to identify students' cognitive, academic, social-emotional, and behavioral needs.
- Participate as a member of the IEP team, assisting in the determination of eligibility and development of appropriate goals and services.
- Provide culturally and linguistically appropriate assessments, services, and reports for Spanish-speaking students and families.
- Offer individual and group counseling to students as indicated in IEPs or student support plans.
- Consult with teachers, administrators, and parents regarding strategies to support student success and emotional well-being.
- Develop and assist with implementation of behavior intervention plans.
- Provide crisis intervention and support during emergency situations.

- Serve as a resource in the development of Response to Intervention strategies and Multi-Tiered System of Supports.
- Maintain accurate, complete, and legally compliant records and documentation.
- Attend and contribute to IEP, 504, SST, and staff meetings.
- Engage in continued professional growth through participation in trainings and professional development.
- Uphold confidentiality and ethical standards in accordance with Education Code and NASP guidelines.
- Perform other duties as assigned.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.
- *Focus on results* - Track record of achieving results; willingness to hold self accountable to results. Ensures systems are in place to create scalable, consistent, high-quality outcomes. Demonstrates strong attention to detail and organizational skills.
- *Expertise in special education/psychological services for students* - Familiar with assessments, interventions, and providing psychological supports to children.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.

Experience, Education, and Credentials

- Bachelor's Degree required.
- Valid California Pupil Personnel Services Credential in School Psychology required.
- Bilingual in Spanish, required.
- Experience in K-8 education preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Speech Language Pathologist

Position Overview

The Speech Language Pathologist ("SLP") provides direct services to students with communicative disorders including diagnostic and related supports. The SLP also collaborates with other school based staff and families to ensure appropriate services.

Performance Responsibilities

- Employs assessment procedures, techniques, and standard tests necessary for accurate diagnosis and conveys information to staff and families.
- Provides diagnostic, remedial, and consultative services for children with communicative disorders.
- Participates as a member of the school-based eligibility team.
- Develops an Individualized Educational Program for identified students.
- Formulates short and long term therapeutic goals to meet individual students' needs.
- Provides appropriate programs of therapy to meet students' needs.

- Guides students toward an awareness of their responsibility for modifying the behavior which characterizes their communicative disorder.
- Maintains accurate and complete documentation of student services and reports student progress as required by law, policies, and procedures.
- Records and analyzes responses related to improving communicative skills.
- Plans and conducts appropriate staff trainings and attends staff meetings as needed.
- Serves as a liaison with the school and families with children with communicative disorders.
- Participates in training and learning opportunities, as appropriate and available.
- Provides supervision to SLPAs, as applicable.
- Adheres to ethical standards and codes of the profession and to the established rules, regulations, and laws governing Special Education programs.
- Prepares various reports as designated by the Regional Director.
- Performs such other duties as assigned.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.
- *Focus on results* - Track record of achieving results; willingness to hold self accountable to results. Ensures systems are in place to create consistent, high-quality services and supports. Demonstrates strong attention to detail and organizational skills.
- *Expertise in speech and language services* - Has deep knowledge of the processes of normal development and the use of speech, language and hearing, and swallowing and the processes of evaluation, instruction, and service delivery.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.

Experience, Education, and Credentials

- Bachelor's Degree required.
- Valid California Speech-Language Pathology Services Credential (including Master's Degree in Speech-Language Pathology from a regionally-accredited college or university) authorizing service as an Itinerant Speech Clinician or Speech and Language Pathologist OR California Speech-Language Pathology License.
- Two years experience as a speech pathologist required.
- Experience in K-8 education preferred.
- Bilingual in Spanish, preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Occupational Therapist

Position Overview

The Occupational Therapist provides assessment, intervention, consultation, and program support for students with disabilities, in compliance with IDEA, Section 504, Education Code, and SELPA policies, to ensure access to the educational environment.

Performance Responsibilities

- **Assessment & Evaluation**
 - o Conducts occupational therapy evaluations as part of the special education assessment process (initials, triennials, and as needed).
 - o Administers standardized and non-standardized tools to assess fine motor, visual-motor, sensory processing, self-help, and functional school participation.
 - o Prepares written reports with recommendations for IEP teams.
- **IEP Participation**
 - o Attends and participates in IEP meetings; explains evaluation results, presents recommendations, and assists with goal development.
 - o Writes measurable IEP goals and objectives related to educational needs.
 - o Documents services and progress in accordance with California SELPA guidelines.
- **Intervention & Service Delivery**
 - o Provides direct and indirect occupational therapy services in a variety of school settings (classroom, small group, individual).
 - o Develops and implements therapy activities that support access to curriculum, functional participation, and independence in the school environment.
 - o Integrates therapy into classroom routines in collaboration with teachers and staff.
- **Consultation & Collaboration**
 - o Provides consultation to teachers, administrators, paraprofessionals, and families regarding strategies, accommodations, and equipment to support student success.
 - o Trains staff on fine motor, sensory regulation, adaptive equipment, and environmental modifications.
- **Documentation & Compliance**
 - o Maintains accurate and timely records of assessments, service logs, and progress reports.
 - o Ensures services are aligned with IEP mandates and state timelines.
 - o Participates in compliance monitoring and professional development as required.
- **Other**
 - o Participates in training and learning opportunities, as appropriate and available.
 - o Adheres to ethical standards and codes of the profession and to the established rules, regulations, and laws governing Special Education programs.
 - o Prepares various reports as designated by the Regional Director.
 - o Performs such other duties as assigned.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.
- *Focus on results* - Track record of achieving results; willingness to hold oneself accountable to results. Ensures systems are in place to create consistent, high-quality services and supports. Demonstrates strong attention to detail and organizational skills.

- *Expertise in occupational therapy services* - Has deep knowledge of sensory processing, fine motor development, and school-based interventions. Understands IDEA, Section 504, and California special education regulations.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.

Experience, Education, and Credentials

- Master's degree in Occupational Therapy.
- Current California OT license issued by the California Board of Occupational Therapy.
- Certification by the National Board for Certification in Occupational Therapy.
- Experience as an occupational therapist preferred.
- Experience in K-8 education preferred.
- Bilingual in Spanish, preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Instructional Assistant/Paraprofessional

Position Overview

The Instructional Assistant/Paraprofessional provides classroom assistance to students and the teacher to support student learning and a safe environment.

Performance Responsibilities

- Assists students in their understanding of academic, life skills and/or appropriate social behavioral concepts by reemphasizing the basic elements of teacher-directed activities; monitors and assists students during seat work and activities.
- Assists with the general supervision of students both inside and outside of the classroom.
- Prepares materials for instructional use under the direction of credentialed staff.
- With teacher direction, creates and modifies learning material.
- Assists teachers by checking class work completion.
- Assists students with technology skills.
- Administers tests individually.
- Helps ensure a safe learning environment.

Qualifications

- High school graduation or the equivalent; completion of two (2) years of higher education study OR possession of an Associates or higher-level degree OR pass an assessment demonstrating knowledge of and ability to assist in teaching reading, writing, and mathematics OR readiness in these areas.
- Six months of demonstrated experience working with youth in an organized setting preferred
- Successful completion of the state-mandated proficiency examination.
- Current First Aid and CPR certificates required.
- Background check and tuberculosis clearance required.

LEA Support Staff

Key LEA support staff include the Regional Academic Director, Director of Business and Compliance, Director of Human Resources, Manager of Special Education, Manager of Operations, and Manager of Data and Assessment. Each of these are described in detail below.

Regional Academic Director

Position Description

Regional Academic Directors will work collaboratively with the SW Regional Team and the National Academic and Character Team to build capacity and support Imagine Schools' vision to improve student achievement -- providing leadership and mentoring to school leaders, school-based coaches, and teachers across the Region. This work will require the Regional Academic Director to work directly with existing and new schools across the Region to ensure the Imagine core academic framework is implemented with fidelity, while cultivating cultures characterized by the Imagine Schools' Shared Values and the Six Measures of Excellence.

PERSONAL CHARACTER QUALITIES

- Commitment to Equity: Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education
- Leadership: High energy, clear goal orientation, problem solving and strong work ethic. Ability to build capacity in teachers, school leaders and other school coaches through high-trust relationships
- Teamwork: Increases the effectiveness of team efforts through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.
- Adaptability: Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- Communication and Relational Skills: Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to others' needs in a high-quality and courteous manner.

KNOWLEDGE, SKILLS, ABILITIES

- Demonstrates knowledge of Imagine Schools' initiatives including: Imagine Schools' Measures of Excellence, the *Academic Excellence Framework*, *Imagine Schools Curriculum Guide*, and Character Development Program, in addition to keeping current of research-based best practices and school reform initiatives.
- Demonstrates a deep understanding of the relationships among core content knowledge, pedagogy, instruction, assessment, professional learning, and school improvement.
- Possesses knowledge of effective use of curriculum, instructional, assessment, and intervention programs and approaches.
- Possesses knowledge about evidence-based professional development models and multiple forms of coaching.
- Possesses knowledge of the State Standards – understanding the instructional shifts inherent in standards and their impact on rigor in classrooms.

- Demonstrates ability to provide engaging, high-quality professional development in various formats aligned to School Excellence Plans and to the foci set forth by the National Academic and Character Team.
- Possesses knowledge of state and federal mandates (including Title programming) charter school law and state statutes pertaining to curriculum and instruction.

ESSENTIAL FUNCTIONS

- Support: Provides assistance to the Southwest regional team and school-based coaches in implementing academic initiatives and promoting *Imagine Schools' Academic Excellence Framework*.
 - o Guides the development, reviews for effectiveness and appropriateness and monitors the implementation of strong School Excellence Plans.
 - o Supports School Academic Coaches through the coaching cycle to ensure effective professional development delivery.
 - o Collaborates with the National Academic and Character Team, Regional Team, School Leaders and School Academic Coaches to evaluate the implementation and impact of professional learning -- focusing on teacher practices, continuous school improvement, and student learning.
 - o Collaborates with the National Academic and Character Team and the National Academic Council to develop professional learning modules, webinars, and tools and to evaluate their effectiveness.
 - o Assists School Academic Coaches, School Leaders, RDs and EVPs with disaggregating and interpreting assessment data to adjust instruction and to plan effective remediation and enrichment instruction in order to increase student achievement.
 - o Guides school academic coaches to align instruction with assessment through the analysis and interpretation of the academic standard and assessment data.
 - o Maintains an archive of student assessment data and school survey results along with their interpretations for school improvement planning purposes, comparative analysis with other schools, and historical trends in the preparation for charter renewal and for other data analysis purposes.
 - o Develops positive working relationships with County and state curriculum personnel.
 - o Presents to Governing Boards, Sponsors, Department of Education representatives and other stakeholders on a variety of academic, character, and assessment subjects – as may be requested.
 - o Serves as a TEAM player – supporting the collaborative efforts of the Regional Team.
 - o Travel to support out-of-state schools.
- Facilitation: Provides assistance in the implementation of evidence-based practices and monitors progress
 - o Facilitates the culture of lifelong learning and reflective practice.
 - o Assists School Academic Coaches and School Leaders in establishing a school-wide learning environment that promotes a culture of academic growth and character development.
 - o Facilitates the School Academic Coaches' teaching of standards, use of data, and modeling best teaching practices.

- o Assists the School Academic Coaches and School Leaders with the implementation of the Imagine national literacy foci, School Excellence Plans, New Teacher Modules – and the Acceleration Model.
- o Facilitates frequent collaboration and communication among the cadre of school academic coaches throughout the group/region to build capacity as a professional learning community.
- o Leads/facilitates systems to support site leadership teams to ensure compliance with state and federal plans. (e.g., Title I, ESSA, EL).
- o Plans and facilitates portions of leadership meetings, academies and symposiums.
- o Plans and facilitates annual Regional Forums and New Teacher Induction events
- o Collaboratively develops and facilitates a Regional PD plan (with Regional team, academic coach and school leader input and support).
- Feedback: Provides oral and written feedback on a regular basis.
- o Provides school academic coaches with supportive (non-evaluative) oral and/or written feedback following observations and professional learning.
- o Collaborates and plans with school academic coaches, using data, to plan for professional learning and intervention.
- o Reports progress to Regional Directors and/or Executive Vice Presidents through regular communication.
- Professional Learning: Provides and participates in professional development for and with Regional Staff and School Academic Coaches to build capacity for academic and character excellence.
- o Provides group/regional teams and School Academic Coaches engaging, high-quality professional development and learning aligned to the foci set forth by the National Academic and Character Team and Council, including but not limited to: article and/or book studies, data chats, lesson studies and/or critical friend groups.
- o Ensures that professional development opportunities are based on analysis of student performance and are aligned with current research, School Excellence Plans, and initiatives set forth by the National Academic and Character Team and Council.
- o Participates in national council meetings, group and region-sponsored activities and meetings designed to enhance instruction and to support the coaching cycle and the implementation of the national literacy focus.

PREFERRED QUALIFICATIONS

- A minimum of 5 years teaching and/or school or organization leadership experience.
- Master's degree or higher, preferably in curriculum and instruction or educational leadership.
- State teacher certification/license.
- Experience in mentoring or coaching.
- High energy, goal orientation, and strong work ethic.
- Effective verbal and written communication skills.
- Ability to prioritize multiple tasks without compromising quality of work.
- Ability and willingness to travel among the Southwest Region Schools regularly and for other professional meetings within the national Imagine family of schools.

Director of Business and Compliance

Position Overview

The Director of Business and Compliance performs a comprehensive range of complex technical tasks, including program budget control and analysis, position control maintenance, salary agreement calculations, and the preparation of various reports for management and for county, state, and federal agencies. This role also oversees CALPADS and CTC credentialing processes, ensuring compliance with regulations and serving as a technical resource for school based personnel. The Director interacts with backend providers to monitor system performance and may manage project accounting, general ledger maintenance, and accounts receivable.

Performance Responsibilities

- Business Services and Compliance
 - o Interact with backend providers to monitor and evaluate system performance.
 - o Perform program budget control and analysis to ensure financial integrity.
 - o Maintain position control and oversee calculations related to salary agreements.
 - o Compile management and regulatory reports and support LEA-wide budget development.
 - o Oversee project accounting, general ledger maintenance, and accounts receivables.
- CALPADS and Credentialing
 - o Manage CALPADS functions, including data entry, reconciliation, and verification of student and teacher data.
 - o Serve as a technical resource for CALPADS processes, assisting personnel with data-related concerns.
 - o Ensure accurate credentialing of certificated staff, including recording credentials and monitoring expiration dates.
 - o Prepare and maintain records on various types of credentials (e.g., emergency, preliminary, intern).
 - o Train staff on CALPADS and CTC processes and stay updated with federal and state regulations.
- Other Duties
 - o Perform related duties as assigned to support the overall objectives of the charter schools.

Qualifications

- Bachelor's degree in Business Administration, Finance, Education Administration, or related field; Master's degree is preferred.
- Minimum of five (5) years of experience in financial management, CALPADS, credentialing services, or related areas.
- Expertise in financial analysis, budget control, and compliance reporting.
- Familiarity with CALPADS operations and credentialing processes.
- Proficiency in using complex database systems and generating reports.
- Strong problem-solving and data analysis skills.
- Ability to develop and maintain positive relationships with internal staff and external service providers.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Director of Human Resources

Position Overview

The Director, Human Resources leads Imagine Schools, Riverside County's human resources functions by coordinating and administering all related processes and functions including recruitment and selection, policy and compliance, benefits and compensation, and operational leadership. The Director ultimately ensures ISRC school based staff are effectively supported so they can focus on serving students. The Director is a key part of the Charter Schools' leadership team, reporting directly to the Regional Director.

Performance Responsibilities

- Recruitment/Selection and Staffing
 - o Develop a robust recruitment and selection strategy for open positions; recruit, screen and process applicants for hire.
 - o Develop and implement onboarding programs for new hires.
 - o Ensure all staff meet position requirements for licensing and/or other legal or administrative requirements.
 - o Maintain up-to-date personnel records including offboarding documentation.
 - o Consult with administrators on a wide variety of sensitive personnel issues (e.g., hiring, promotions, transfers, medical issues, return to work) for the purpose of assisting in effective decision making and enforcing all relevant policies, procedures, and regulations.
 - o Communicate to the Regional Director on all aspects of personnel matters.
- Benefits and Compensation
 - o Manage employee benefits in collaboration with administrative staff; ensure competitive total rewards for staff.
 - o Maintain accurate payroll records and timely submission of payroll.
- Policy and Compliance
 - o Collaborate with leadership to review and update policies, ensuring alignment with legal and institutional standards.
 - o Facilitate necessary annual training and document compliance activities.
 - o Support the development of crisis response and safety protocols, ensuring readiness and compliance.
 - o Ensure compliance reports related to personnel data and benefits are completed accurately and on time.
 - o Manage the progressive discipline protocol, coordinate the grievance process, facilitate conflict resolution, and seek legal guidance, as needed.
- Operational Leadership
 - o Develop a clear Human Resources strategy for the campuses, including performance metrics.
 - o Develop and improve HR and Talent systems, processes and policies.
 - o Contribute to the design and execution of strategic initiatives.
 - o Undertake tasks and projects assigned by the Regional Director.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.

- *Focus on results* - Track record of achieving results; willingness to hold self accountable to results. Ensures systems are in place to create scalable, consistent, high-quality outcomes. Demonstrates strong attention to detail and organizational skills.
- *Expertise in human resources* - Experience working across multiple HR functions and building systems and processes. Knowledge of California credentialing preferred.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.

Experience, Education, and Credentials

- Bachelor's degree required; advanced degree preferred
- Valid and appropriate CA Administrative or Supervision Credential required
- Minimum of five (5) years in the human resources or related field
- Experience leading a team preferred
- Experience in K-12 education preferred
- Bilingual in Spanish, preferred
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Manager of Special Education

Position Overview

The Manager, Special Education provides leadership in the development and implementation of the special education program and services for students at Imagine Schools, Riverside County. The Manager is a key part of the schools' leadership team, reporting directly to the Regional Director.

Performance Responsibilities

- Develops an overall special education program strategy and clear, specific, and ambitious performance measures to build school capacity to ensure the full provision of services for students with special needs.
- Collaborates with school leaders to assess special education instructional needs across the full continuum of services.
- Assists in the development of professional development opportunities to address needs and increase the quality of specially-designed instruction.
- Supports the delivery of effective classroom instruction to ensure students with special needs realize increased academic achievement.
- Assists in implementing state department regulations and in developing special education programs at both ISRC sites.
- Coordinates the activities of the special class placement committee and serves as chair.
- Directs case study services for students including the identification, diagnosis, follow-up, and referral of students with problems related to attendance, mental health, or learning disabilities.
- Recommends placement of individual students with special needs in those educational situations best suited to their requirements.
- Provides or recommends appropriate special services for groups of exceptional students and their families.

- Effectively communicates with families about the special education process including process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations as well as parental rights granted by IDEA.
- Supervises the maintenance of case records on students and the completion of all reports.
- Assists in the development of special programs and curriculum.
- Provides coaching and guidance to site-based special education staff.
- Participates in special consultations and case conferences with psychologists and other student services personnel.
- Implements the development of programs for teachers relating to child behavior and development, and conferences with families.
- Supervises and coordinates activities of school Psychologists.
- Coordinates activities of Speech Therapists.
- Prepares various reports as designated by the Regional Director.
- Performs such other duties as may be assigned.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.
- *Focus on results* - Track record of achieving results; willingness to hold self accountable to results. Ensures systems are in place to create scalable, consistent, high-quality outcomes. Demonstrates strong attention to detail and organizational skills.
- *Expertise in special education services* - Deep understanding of both the compliance and instructional aspects of special education services.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.

Experience, Education, and Credentials

- Master's Degree required.
- Valid and appropriate CA Administrative or Supervision Credential required.
- Minimum of five (5) years of successful, full-time special education classroom teaching experience, or a minimum of five (5) years of successful full-time service as a school psychologist, or a combination of teaching and school psychologist work experience equal to five (5) years.
- Familiarity with RTI and/or MTSS approach to academic and/or behavior support.
- Experience in K-8 education preferred.
- Bilingual in Spanish, preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Manager of Operations

Position Overview

The Operations Manager is responsible for ensuring that all aspects of school operations are high-functioning so that school leaders and teachers can focus on student achievement and classroom

instruction. The Manager is a key part of the Charter School's leadership team, reporting directly to the Principal.

Performance Responsibilities

- Directly manages Operation workstream team leads.
- Coordinates directly with the school principal to provide updates on, and receive high level direction for, the operational needs for the school.
- Provides leadership to the Operations workstreams (including transportation, security, meals, office staff, and facilities/maintenance).
- Custodial and Maintenance
 - o Ensures the building is clean and in good physical condition.
 - o Ensures materials and furniture are properly stored and accessible when needed.
- Transportation
 - o Ensures student bus schedules are managed appropriately.
 - o Ensures arrival/dismissal procedures are smooth.
 - o Ensures logistics of student field trips are managed appropriately.
 - o Ensures buses are properly maintained.
- Meals
 - o Ensures breakfast, lunch and other food is prepared/appropriately served to students and staff.
 - o Ensures equipment and workstations are organized, set up, and operated appropriately.
 - o Ensures adherence to health, food service, government and other regulations.
- Procurement and Purchasing
 - o Ensures purchasing of supplies and services, vendor relationships, and cost-effective, policy-aligned purchasing.
 - o Ensures efficiency in ordering processes, inventory tracking, and purchasing to reduce waste and duplication.
- Office staff
 - o Ensures office staff support an orderly, responsive, and friendly school.
 - o Ensures office staff effectively manage school communications including answering calls and creating school announcements.
 - o Ensures appropriate support with the student enrollment process.
 - o Ensures appropriate support with systems for tracking student attendance.
 - o Ensures the effective collection and maintenance of student, personnel, and school information (e.g., receiving forms and paperwork, tracking missing forms, managing databases, updating contact information, and keeping records current).
 - o Ensures supplies are ordered as needed.
 - o Ensures appropriate assistance with logistics and preparations for school events and activities as needed.
 - o Ensures testing aides are appropriately assigned.

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism.
- *Focus on results* - Track record of achieving results; willingness to hold self accountable to results. Ensures systems are in place to create scalable, consistent, high-quality outcomes. Demonstrates strong attention to detail and organizational skills.
- *Expertise in school operations* - Experience working across multiple school operations functions.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator.

Experience and Education

- Bachelor's degree preferred
- Minimum of three (3) years in the operations field (one of the related workstreams) required
- Experience leading a team strongly preferred
- Experience in K-12 education strongly preferred
- Bilingual in Spanish preferred
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Manager of Data and Assessment

Position Overview

The Assessment and Data Manager plays a critical leadership role for Imagine Schools, Riverside County's campuses, overseeing the collection, analysis, and reporting of student performance data to drive continuous improvement. Reporting to the Regional Director, this position ensures leaders and teachers have actionable insights from CAASPP, STAR, and benchmarking assessments, and it leads the LEA's external data representation. In addition, the Manager directly supervises the Academic Operations Manager and IT Specialist, ensuring smooth coordination of assessment operations and data systems. The role includes providing professional development and coaching to strengthen data literacy and informed decision-making across both campuses.

Performance Responsibilities

- Oversee the administration, collection, and reporting of CAASPP, STAR, and internal benchmarking assessments
- Supervise and provide leadership to the Academic Operations Manager and IT Specialist, aligning operational and technical support with academic data priorities
- Conduct in-depth data analysis to identify trends, inform instructional decisions, and support school improvement efforts
- Prepare clear, user-friendly data reports, dashboards, and summaries for school leadership, teachers, and external stakeholders
- Represent the LEA at regional, county, and state-level meetings related to assessment, accountability, and performance
- Provide training, coaching, and professional development to teachers and school leaders on accessing, interpreting, and using assessment data effectively

- Collaborate with school leaders to monitor progress toward academic goals, benchmarks, and accountability measures
- Ensure data accuracy, security, and compliance with state and federal reporting requirements
- Support the integration of assessment data into school planning, MTSS processes, and instructional adjustments
- Stay current on assessment policies, best practices, and emerging tools to strengthen the LEA's data and assessment strategies

Key Competencies

- *Mission aligned* - Holds a deep belief that all children can succeed and the level at which a student starts academically does not dictate what they ultimately can achieve. Believes in the power of multilingualism. Deep commitment to educational equity.
- *Focus on results* - Track record of achieving results; willingness to hold self accountable to results. Ensures systems are in place to create consistent, high-quality services and supports. Focused on continuous improvement. Demonstrates strong attention to detail and organizational skills.
- *Expertise in data and assessment systems* - Has deep knowledge of educational assessments and data-informed decision-making. Possesses strong analytical skills and ability to prepare and present data reports and summaries to diverse audiences, including school leaders, teachers, and external stakeholders.
- *Ability to build strong relationships* - Builds and cultivates relationships through a commitment to common goals. Effective listener who seeks to understand the opinions and experiences of others; honest and transparent communicator. Strong communicator with the ability to work collaboratively across multiple campuses and departments.

Experience, Education, and Credentials

- Bachelor's degree required; advanced degree (Master's or higher) in education, data analysis, educational leadership, or a related field preferred.
- Minimum of 3 years of related experience in assessment coordination, data analysis, or educational data systems, preferably in a K-12 setting required.
- Experience managing staff or cross-functional teams preferred.
- Experience with data systems, assessment platforms, and relevant software (e.g., Excel, Google Sheets, data visualization tools) required; experience working with CAASPP, STAR, and benchmarking assessments preferred.
- Experience providing professional development or coaching on data use, assessment practices, or instructional improvement preferred.
- Bilingual (Spanish/English) preferred.
- Valid California Driver License required.
- Background check and tuberculosis clearance required.

Staffing Needs and Expectations

The Charter School expects all employees across all school sites to comply with the above identified employee qualifications, and any other job descriptions or expectations that it may provide. Each school

site shall maintain the number of administrators, teachers, and support staff as appropriate for its respective student enrollment.

~~ELEMENT 7. HEALTH AND SAFETY PROCEDURES~~

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

- ~~(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.~~
 - ~~(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (I), inclusive, of paragraph (2) of subdivision (a) of Section 32282.~~
 - ~~(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.~~
- ~~— Education Code Section 47605.6(b)(5)(G)~~

In order to provide safety for all students and staff, Imagine Schools, Riverside County has adopted and implemented full health and safety procedures and risk management policies at its school site. The policies are maintained at the school site and are available for review upon request.

The following is a summary of the health and safety policies of the Imagine Schools, Riverside County:

~~Procedures for Background Check~~

~~Employees and contractors of Imagine Schools, Riverside County will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Prior to employment, all employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors of Imagine Schools, Riverside County on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.~~

~~Role of Staff as Mandated Child Abuse Reporters~~

~~All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. Training in child abuse reporting laws will be provided to all employees in accordance with Education Code Section 44691.~~

~~Tuberculosis ("TB") Risk Assessment and Examination~~

~~Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.~~

~~Immunizations~~

~~All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All~~

~~rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.~~

~~Medication in School~~

~~Imagine Schools, Riverside County will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.~~

~~Vision, Hearing/Scoliosis~~

~~Students will be screened for vision, hearing and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. Imagine Schools, Riverside County will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.~~

~~Diabetes~~

~~The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:~~

- ~~1. A description of type 2 diabetes.~~
- ~~2. A description of the risk factors and warning signs associated with type 2 diabetes.~~
- ~~3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.~~
- ~~4. A description of treatments and prevention methods of type 2 diabetes.~~
- ~~5. A description of the different types of diabetes screening tests available.~~

~~Suicide Prevention Policy~~

~~The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.~~

~~Prevention of Human Trafficking~~

~~The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.~~

~~Feminine Hygiene Products~~

~~The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.~~

~~Nutritionally Adequate Free or Reduced Price Meal~~

~~The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced price meal, as defined in Education Code Section 49553(a), during each schoolday.~~

~~The Charter School shall not advertise for foods that it is not allowed to sell under Education Code Section 49431.9.~~

~~California Healthy Youth Act~~

~~The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).~~

~~School Safety Plan~~

~~The Charter School shall adopt a School Safety Plan, applicable for each respective school site, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A) (J):~~

- ~~• child abuse reporting procedures~~
- ~~• routine and emergency disaster procedures~~
- ~~• policies for students who committed an act under Education Code Section 48915 and other Charter School designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations~~
- ~~• procedures to notify teachers of dangerous students pursuant to Education Code Section 49079~~
- ~~• a discrimination and harassment policy consistent with Education Code Section 200~~
- ~~• provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable~~
- ~~• procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School~~
- ~~• a safe and orderly environment conducive to learning~~
- ~~• the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6~~
- ~~• procedures for conducting tactical responses to criminal incidents~~

~~Emergency Preparedness~~

~~Imagine Schools, Riverside County shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used previously as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School. The Emergency Preparedness Handbook shall be provided to the County at least 120 days prior to operation for each site.~~

~~Blood borne Pathogens~~

~~Imagine Schools, Riverside County shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").~~

~~Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.~~

~~Drug Free/Alcohol Free/Smoke Free Environment~~

~~Imagine Schools, Riverside County shall function as a drug, alcohol and tobacco free workplace.~~

~~Facility Safety~~

~~Imagine Schools, Riverside County shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills in accordance with Education Code 32001. The Charter School will comply with any pre-opening requirements for any subsequent sites that the Charter School may open, as required by the County.~~

~~Comprehensive Anti-Discrimination and Harassment Policies and Procedures~~

~~Imagine Schools, Riverside County is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will develop and adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted Charter School wide anti-discrimination and harassment policy. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils. In compliance with Education Code Section 221.61, Imagine Schools, Riverside County shall post information about Title IX and rights afforded thereunder in a prominent and conspicuous location on its website.~~

~~Bullying Prevention~~

~~The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.~~

Revised Element 7 – Added in Full

ELEMENT 7. HEALTH AND SAFETY PROCEDURES

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

- I. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- II. The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*
- III. That the school safety plan be reviewed and updated by March 1 of every year by the charter school. [Education Code Section 47605.6(b)(5)(G)]*

ISRC shall comply with all applicable school health, safety, emergency preparedness, and student welfare requirements established by state and federal law, including any amendments enacted during the term of the charter.

The Charter School has adopted policies and procedures designed to protect the health, safety, and welfare of students and staff. The following summarizes key components of those policies and procedures. Full policies are maintained at each school site and are available for review upon request.

Procedures for Background Checks

Employees and applicable contractors (those working with students) of Imagine Schools, Riverside County are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Imagine Schools does not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director, Human Resources monitors compliance with this policy and reports to the Board of Directors of Imagine Schools, Riverside County as needed/applicable. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Director, Human Resources monitors the fingerprinting and background clearance of the Principals.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the County. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a

Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis (“TB”) Risk Assessment and Examination

Employees, contractors, and volunteers who have frequent or prolonged contact with students, shall undergo a tuberculosis risk assessment and, if indicated, an examination prior to employment and working with students, and for employees at least once each four years thereafter as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a Tdap vaccine booster.

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

Imagine Schools, Riverside County adheres to Education Code Section 49423 regarding administration of medication in school. Imagine Schools adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Imagine Schools shall maintain policies governing the storage, administration, and self-carry of medication, including emergency medications, in accordance with applicable law.

Vision, Hearing, Scoliosis

Students are screened for vision, hearing, and scoliosis to the same extent as would be required if they attended a non-charter public school. Imagine Schools, Riverside County adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Imagine Schools provides an

information sheet regarding Type 2 diabetes to the parent, or guardian, or adult with educational rights of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but shall not be limited to, all of the following:

- A description of Type 2 diabetes.
- A description of the risk factors and warning signs associated with Type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes.
- A description of treatments and prevention methods of Type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

Imagine Schools maintains a policy on student suicide prevention, intervention, and postvention in accordance with Education Code Section 215. Imagine Schools reviews, at minimum every fifth year, its policy and, if necessary, updates its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

Imagine Schools adheres to Education Code Section 51934 and provides age-appropriate, evidence-based education and training on the identification and prevention of human trafficking for students in grades 7-8. Imagine Schools also adheres to Education Code Section 51950 and provides training for school personnel on recognizing and reporting human trafficking.

Menstrual Products

Imagine Schools stocks the school's restrooms at all times with an adequate supply of menstrual products (pads/tampons), available and accessible, free of cost, in restrooms (women's, all gender, and at least one men's). The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

Imagine Schools provides breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

Imagine Schools teaches sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Imagine Schools ensures that the back of student ID cards (for at least 7th and 8th grade) include a number for the 988 Suicide and Crisis Lifeline, the National Domestic Violence Hotline and a phone number for The Trevor Project's LGBTQ suicide hotline.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of

Education Code Section 49428.2 and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

Imagine Schools adopts a School Safety Plan, applicable for each respective school site that is reviewed and updated by the School Site Council by March 1 of every year, includes identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for the safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

Imagine Schools, Riverside County meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Imagine Schools has a written Exposure Control Plan to protect employees and students from possible infection due to contact with bloodborne viruses, provides training (initial and annual), vaccination offers (Hepatitis B), universal precautions, and proper handling of contaminated sharps/waste, and methods to prevent exposure.

Drug Free/Alcohol Free/Smoke Free Environment

Imagine Schools, Riverside County functions as a drug, alcohol, tobacco-, nicotine-, and vape-free workplace (according to Education Code Section 48901) free workplace.

Facility Safety

Imagine Schools, Riverside County complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with all applicable building, fire, health, and safety codes, Education Code, and Title 5, California Code of Regulations. Imagine Schools inspects and maintains fire alarms, fire extinguishers, sprinkler systems, and other life safety equipment in accordance with applicable fire and building codes.

Imagine Schools conducts fire drills in accordance with Education Code Section 32001. Imagine Schools will comply with any pre-opening requirements for any subsequent sites that the Charter School may open, as required by the County.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Imagine Schools, Riverside County is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's

association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Imagine Schools has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted anti-discrimination and harassment policy. A copy of the policy is provided as part of any orientation program conducted for new and continuing students at the beginning of each school year, as applicable, and to each staff member at the beginning of the school year, or at the time that there is a new employee hired.

Bullying Prevention

Imagine Schools has procedures for preventing acts of bullying, including cyberbullying. Imagine Schools annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to the pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

~~ELEMENT 8. STUDENT POPULATION BALANCE~~

~~Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605.6(b)(5)(H)~~

~~ISRC will seek to recruit a diverse population of students to achieve a balance of racial and ethnic pupils, special education pupils, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the Riverside County Board of Education. Recruitment and publicity occur throughout the year in Coachella and Hemet, and will also begin at any subsequent sites for ISRC that may be approved by the County Board of Education. The publicity campaign to attract families to Imagine Schools, Riverside County will be multi-faceted and thorough. We will endeavor to provide information about the educational opportunities available at the Charter School to all segments of the population. We will communicate as needed in Spanish, English, and other relevant languages whenever possible in our continuing efforts to contact a wide spectrum of the surrounding population.~~

~~The Charter School will make the following measurable recruitment efforts and outreach programs during the first year prior to opening any new sites, and around each existing school site. The recruitment and outreach efforts shall include:~~

- ~~• Community presentations in diverse communities throughout the school districts in which the Charter School plans to open a school site.~~
- ~~• The Charter School will partner with local community organizations in order to engage in recruitment efforts.~~
- ~~• The Charter School will advertise in the print and non-print media including social media (English and Spanish) on a monthly basis during the open enrollment periods and periodically throughout the year.~~
- ~~• The Charter School will provide informational materials (English and Spanish) to the community and surrounding communities in languages represented by the prospective student population.~~

~~The plan is designed to address the dissemination of information to families of all backgrounds throughout the school districts in which the Charter School plans to locate a school site. Through this plan, parents are informed through mass advertising, community center presentations, meetings and distribution of information. Bilingual marketing materials and presenters are implemented to benefit non-English speakers. The marketing campaign is ongoing and focusing~~

~~on reaching other outlying communities as well.~~

~~Our publicity efforts are based on a strategic, comprehensive approach including mass marketing, grassroots community outreach, and one-on-one communication. Examples of mass marketing efforts include direct mail and print and/or broadcast media advertising. Grassroots community outreach may include distribution of flyers and/or brochures at surrounding businesses, presentations at local service organizations or community events, and regular community information sessions open to the public. One-on-one communication will occur primarily as a result of our mass marketing and grassroots efforts, but may also include the Charter School principal and/or other key staff members going door-to-door or engaging in a phone call campaign. Additionally, all enrolled families will be asked to “tell a friend” to maximize word-of-mouth advertising and drive down marketing costs. In light of the health and safety concerns arising from the coronavirus (COVID-19) pandemic, the Charter School shall utilize non-contact means of advertisement and outreach, including phone calls and/or online media presence.~~

~~The publicity campaign will encourage parents to attend one of several information sessions, which will be “open house” style meetings conducted at locations near the proposed school sites. Parents and the general public will be able to attend and apply for enrollment in the Charter School at any and all Information Sessions. Application forms will also be available through the mail and at other community events and presentations. The Charter School is conducting virtual information sessions and provides forms electronically through our online platform. Imagine Schools, Riverside County will honor diversity and encourage the enrollment of students from a variety of backgrounds. The Charter School will start out with kindergarten and first grade. Students from every demographic and socio-economic status will be encouraged to attend Imagine Schools, Riverside County. Furthermore, Imagine Schools, Riverside County will present itself as an “outreach” school developing connections throughout the community in order to better serve student needs.~~

~~Imagine Schools, Riverside County will target EL students who need greater intervention for English development. These families will be contacted in recruiting workshops by the Charter School to inform them of the Charter School and its goals.~~

~~ISRC strives to recruit students who are representative of the demographic background throughout the school district. ISRC uses many methods to effectively market and recruit students. Our methods are used consistently at our ISRC campus as well as possible future sites. Our marketing efforts include direct mailers, attending city events, door-to-door fliers, school website, attend community events, partnering with chamber of commerce and rotary as well as events hosted at the Charter School, such as kindergarten round-ups and parent information sessions.~~

Revised Element 8 – Added in Full

ELEMENT 8: STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. [Education Code Section 47605.6(b)(5)(H)]*

ISRC recruits a diverse population of students to achieve a balance of racial and ethnic pupils, special education pupils, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the Riverside County Board of Education.

As shared in Element 1, the chart below demonstrates this alignment of Imagine Schools’ demographics as a whole and by campus, as related to neighboring districts.

School	SED	EL	Hispanic	SWD
Imagine Schools, Riverside County (LEA)	74%	37%	95%	10%
Imagine Schools, Coachella campus	77%	42%	100%	10%
Coachella Valley USD	93%	42%	98%	12%
Desert Sands USD	77%	20%	76%	12%
Imagine Schools, Hemet campus	76%	26%	90%	9%
Hemet USD	86%	13%	68%	15%
San Jacinto USD	85%	16%	77%	14%

(Source CDE Dataquest and ed-data.org - percentages vary slightly based on source; campus data is reflective of the 2025-26 versus 2024-25 school year)

Recruitment and publicity occur throughout the year in Coachella and Hemet and will also begin at any subsequent sites for ISRC that may be approved by the County Board of Education. The publicity campaigns to attract any/all families to Imagine Schools, Riverside County are multi-faceted and

thorough and focus on the schools' focus on rigorous academics, dual language programming, and character education.

The recruitment and outreach efforts include, but are not limited to:

- *Word of mouth of current families.* Siblings of current students and neighbors of enrolled families frequently express interest in joining the school. Current families are provided with high level messaging they can share about the school/enrollment processes via school newsletters.
- *Partnerships with local community organizations.* This includes tables at local festivals or markets, participation in community events such as food drives, and engagement with community partners such as local early childhood centers. For example:
 - The Hemet campus partners with KinderCare and VIP Tots as a pipeline for its TK classes. The school also participates in the Hemet City Christmas Parade.
 - In Coachella, the campus partners with another local charter - NOVA Academy – which is a high school as a way to inform current students about a high school pathway and inform parents of high school students who may have younger siblings, about a TK-8 option. The Coachella site also participates in the International Date Festival and Coachella Chamber of Commerce activities. Finally, given Coachella's partnership with FIND Food Bank, the telethon, which was aired on TV, was a successful student recruitment opportunity.
- *Advertisement in print and non-print media including social media.* Both campuses do targeted direct-mailings and promote school awareness on Facebook, YouTube, and Instagram. In addition, radio or movie theater advertisements are used.

All informational materials are provided in both English and Spanish.

All families who express interest in joining Imagine Schools are offered the opportunity to visit the Charter School and engage in an information session with staff. After that visit, families are provided with access to the application paperwork (which is online or available in print copy). All paperwork is available in both English and Spanish.

~~ELEMENT 9. INDEPENDENT FINANCIAL AUDIT~~

~~Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with~~

~~regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.—Education Code Section 47605.6(b)(5)(I)~~

~~An annual independent fiscal audit of the books and records of the Imagine Schools, Riverside County will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of Imagine Schools, Riverside County will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.~~

~~The ISRC Board will select and oversee an independent auditor through a request for proposal format. The auditor will be a CPA, will have California educational finance experience, and will be approved by the Office of the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.~~

~~The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies, meet with the County to determine how to resolve the exceptions or deficiencies to the satisfaction of the County, and report to the Imagine Schools, Riverside County Board of Directors with recommendations. The Board of Directors will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of Imagine Schools, Riverside County is public record to be provided to the public upon request.~~

ELEMENT ~~10~~ 9: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- ~~(i)~~ For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present ~~his or her~~ **the pupil's** side of the story.
- ~~(ii)~~ For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - ~~(i)~~ Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - ~~(ii)~~ Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross - examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- ~~(iii)~~ Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a **homeless or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a homeless foster child or youth, the pupil's educational rights holder** ~~written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224. 1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, or the pupil's homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, or guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, " involuntarily removed " includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).~~
 - **= A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice,**

manifestation determination notice, involuntary transfer notice, and other documents and related information. [Education Code Section 47605. 6 (b) (5) (#1)]

Policy

~~This Pupil Suspension and Expulsion Policy has~~ Procedures have been established in order to promote learning and protect the safety and well-being ~~wellbeing~~ of all students at the Charter School. ~~Although charter schools are exempt from school district procedures and processes for suspensions and expulsions, in creating this policy these procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describes~~ describe the ~~noncharter offenses for which students at non-charter schools~~ list of offenses may be suspended or expelled, and the procedures governing those suspensions and expulsions, in order to establish its list of offenses and procedures for suspensions and expulsions. The language provisions that follows closely mirrors follow are largely consistent with the language of the Education Code Section 48900 et seq with regard to suspension / expulsion triggering conduct. The Charter School is committed to annual will periodically review of its policies and procedures surrounding suspensions, expulsions, and expulsions involuntary removals, and, as necessary, modification of may modify the lists of offenses for which students are subject to suspension, expulsion or expulsion involuntary removal, and the procedures associated therewith, so long as not materially different from this charter petition.

~~When Similarly, the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and expulsion involuntary removal, and it may be amended from time to time without the need to amend seek a material revision of the charter so long as the amendments comport with legal requirements.~~

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents / guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

~~The notice shall state that this Policy and Procedures are available on request at the Principal's office.~~ Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the ~~Individuals with Disabilities Education Improvement Act of 2004 IDEA~~ or who is qualified for services under Section 504 of the ~~Rehabilitation Act of 1973~~ is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the ~~California~~ Education Code, when imposing any form of discipline on a

student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent ~~or~~ / guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform ~~him or her~~ the student of the basis for which the student is being involuntarily removed and ~~his or her~~ the student's parent / guardian right to request a hearing to challenge the involuntary removal. If a student's parent, / guardian, ~~or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, / guardian, ~~or educational rights holder~~ requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

1. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal or designee may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance and Unexcused Absence Policy and/or Independent Study Policy, as applicable.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1. Document the actions taken and save the document to the student's record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

3. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

~~B.~~ Enumerated Offenses

~~1.~~ Discretionary Suspension and Expulsion Offenses. Students may be suspended and / or recommended for any of expulsion when the following acts when it is determined Principal or designee determines the student:

- ~~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 self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. ~~4~~ Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- ~~e.~~ Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- ~~f.~~ Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- ~~h.~~ Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to vaping products, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her a student's own prescription products by a student. ~~4~~ Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014. 5.

- ~~Is~~ Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and database~~s~~.
- Possessed an imitation firearm, i. e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm~~s~~.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and / or retaliating against that student for being a witness.
- ~~Has~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ~~Is~~ Engaged in, or attempted to engage in hazing. For the purposes of this ~~subdivision~~ **policy**, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this ~~section~~ **policy**, “hazing” does not include athletic events or school-sanctioned events~~s~~.
- Made terroristic threats against school officials and / or school property, which includes, but is not limited to, electronic files and database. For purposes of this ~~section~~ **policy**, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$ 1, 000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for ~~his or her~~ **their** immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and database, or the personal property of the person threatened or ~~his or her~~ **their** immediate family~~s~~.
- Committed sexual harassment, as defined in Education Code Section 212. 5. For the purposes of this ~~section~~ **policy**, the conduct described in Section 212. 5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This ~~section~~ **policy** shall apply to students in any of grades 4 to ~~12~~ **8**, inclusive~~s~~.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in ~~subdivision~~ **Education Code Section 233 (e)** ~~of Section 233 of the Education Code~~. This ~~section~~ **provision** shall apply to students in any of grades 4 to ~~12~~ **8**, inclusive~~s~~.

- Intentionally harassed, threatened or intimidated school personnel or volunteers and / or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and / or student (s) by creating an intimidating or hostile educational environment. This ~~section~~ **provision** shall apply to students in any of grades 4 to ~~12~~ **8**, inclusive~~1~~.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- ~~11~~ “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - ~~12~~ Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ~~13~~ Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~ **their** physical or mental health~~14~~.
 - Causing a reasonable student to experience substantial interference with ~~his or her~~ **their** academic performance~~15~~.
 - Causing a reasonable student to experience substantial interference with ~~his or her~~ **their** ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ~~21~~ “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - ~~16~~ A message, text, sound, video, or image.
 - ~~17~~ A post on a social ~~network Internet Web site~~ **media or other website** including, but not limited to:
 - ~~(a)~~ Posting to or creating a burn page. A “burn page” means ~~an Internet Web site~~ **a website** created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ~~(b)~~ Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph ~~(1)~~ above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and

such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- ~~(e)~~ Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “ False profile ” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - ~~iii~~ An act of cyber sexual bullying.
 - ~~(a)~~ For purposes of this clause, “ cyber sexual bullying ” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ~~(b)~~ For purposes of this clause, “ cyber sexual bullying ” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
1. ~~3j~~ Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- ~~u~~ A student who aids or abets, as defined in **Penal Code** Section 31 of the **Penal Code**, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. **However, except that a pupil who has been adjudged by if a juvenile court to have finds that the student committed, a crime of physical violence as an aider and abettor, a crime of physical violence in which and the victim suffered a great bodily injury or serious bodily injury shall, the student may be subject to discipline pursuant suspension and / or expulsion for causing, attempting to subdivide (1) (a) – (b) v cause, or threatening to cause physical injury to another person, and / or willfully using force or violence upon the person of another, except self-defense.**
 - Possessed, sold, or otherwise furnished any knife **or other dangerous object of no reasonable use to the student** unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
 - ~~2~~ **Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.**
- Non-Discretionary Suspension **and Expulsion** Offenses

‡ Students must be suspended and recommended for expulsion ~~for any of the following acts~~ when it is determined the student:

8. ~~a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous~~ **destructive** object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
9. ~~b. Brandishing~~ **Brandished** a knife at another person.
10. ~~c. Unlawfully selling~~ **sold** a controlled substance listed in Health and Safety Code Section 11053, et seq.
11. ~~d. Committing~~ **Committed** or ~~attempting~~ **attempted** to commit a sexual assault **as defined in Penal Code Sections 261, 266c, 286, 287, 288, or committing 289 or former Section 288a of the Penal Code, or committed** a sexual battery as defined in ~~Education Penal Code Section 48900 (n).~~ **3.**

~~Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil: a. Caused, attempted to cause, or threatened to cause physical injury to another person. b. Willfully used force or violence upon the person of another, except self-defense. c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. e. Committed or attempted to commit robbery or extortion. f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases. g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases. h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil. i. Committed an obscene act or engaged in habitual profanity or vulgarity. j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases. l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing"~~

~~does not include athletic events or school sanctioned events. p. Made terroristic threats against school officials and / or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, " terroristic threat " shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$ 1, 000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family. q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. s. Intentionally harassed, threatened or intimidated school personnel or volunteers and / or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and / or student (s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1) " Bullying " means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. 2) " Electronic Act " means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including,~~

but not limited to: (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above. (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying. (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3) (a) (b).

v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

243. 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b. Brandishing a knife at another person.

c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900 (n).

If it is determined by the Administrative Panel and / or Board of Directors that a student has brought a ~~fire arm~~ **firearm** or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

1. The term “ knife ” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
2. The term “ firearm ” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
4. The term “ destructive device ” means ~~(A)~~ any explosive, incendiary, or poison gas, including but not limited to: ~~(# A)~~ bomb, ~~(# B)~~ grenade, ~~(## C)~~ rocket having a propellant charge of more than four ounces, ~~(# D)~~ missile having an explosive or incendiary charge of more than one-quarter ounce, ~~(# E)~~ mine, or ~~(# F)~~ device similar to any of the devices described in the preceding clauses.

1. ~~☞~~ Suspension Procedure

A student may be suspended by the Charter School Principal or designee. Suspensions shall be initiated according to the following procedures:

~~☞~~ Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or ~~the Principal's~~ designee with the student and ~~his or her~~ the student's parent / guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “ emergency situation ” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, ~~both~~ the student's parent / guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against ~~him or her~~ the student and shall be given the opportunity to ~~present his or her~~ recount their version of the incident and provide any evidence in ~~his or her~~ their defense, ~~in accordance with Education Code Section 47605.6 (b) (5) (j) (i).~~ This conference ~~shall~~ should be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. ~~No Penalties may~~ shall not be imposed on a student for failure of the ~~pupil's~~ student's parent or guardian to attend a conference ~~with Charter School officials.~~

Reinstatement of the suspended student shall not be contingent upon attendance by the ~~pupil's~~ student's parent ~~or~~ / guardian at the conference. ~~2.~~

Notice to Parents / Guardians

At the time of the suspension, ~~an administrator~~ the Principal or designee shall make a reasonable effort to contact the parent / guardian by telephone, by email, or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension ~~and the date of return following suspension.~~ This notice shall state include:

- the specific offense (s) committed by the student. ~~In addition,~~
- duration and dates of the suspension,

- the notice may also state the date and time when the student may return to school, following the suspension, and

If Charter School officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

3.

Suspension Time Limits / Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the pupil's student's parent / guardian or representative will be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the pupil's parents student's parent / guardian, unless the student and the pupil's parents student's parent / guardian fail to attend the conference. If the Charter School suspends a student for more than ten (10) consecutive school days, a hearing shall be conducted, consistent with the expulsion hearing procedures as described below.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the pupil's student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606. 2 (a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12 8, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned. In accordance with Education Code Section 47606. 2 (b), if a homework assignment that is requested pursuant to §47606. 2 (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605. 6 (b) (5) (I) (ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

~~E~~ Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense. **If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel Principal or designee and student's parent / guardian.**

The hearing shall be held in ~~closed session~~ **a confidential setting** (complying with all student confidentiality rules under FERPA) ~~unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.~~

Written notice of the hearing shall be forwarded to the student and the student's parent / guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served ~~upon the pupil.~~ The notice shall include:

4. ~~1~~ The date and place of the expulsion hearing;
5. ~~2~~ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
6. ~~3~~ A copy of the Charter School's disciplinary rules which relate to the alleged violation;
7. ~~4~~ Notification of the student's or parent / guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
8. ~~5~~ **An explanation of** the opportunity for the student and / or the student's parent / guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
9. ~~6~~ **An explanation of** the right to inspect and obtain copies of all documents to be used at the hearing;
10. ~~7~~ **An explanation of** the opportunity to confront and question all witnesses who testify at the hearing;
11. ~~8~~ **An explanation of** the opportunity ~~to question all evidence presented and to present oral and documentary evidence on the student's behalf.~~

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including ~~witnesses~~ electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

~~E~~ Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements / declarations may be admitted as testimony.

Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

Notice of Expulsion Decision

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel to the student and student's parent / guardian within five (5) school days of the expulsion hearing. This notice shall also include the following:

- (a) The findings of fact, including the student's name, the specific offense (s) committed by the student, as well as the duration and term of the student's expulsion; and
- (b) Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence within 30 days.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

Expelled Students / Alternative Education

Parents / guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with the student and / or parents / guardians as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The

rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted / admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent / guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent / guardian or other educational rights holder to request a hearing prior to any involuntary removal.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School should avoid live testimony of student witnesses when practicable. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- ~~1.~~ The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of ~~his / her~~ **their** right to ~~(a) receive five days~~ **reasonable advance** notice of ~~his / her~~ **their** scheduled testimony, ~~(b)~~ **and** have up to two (2) adult support persons of ~~his / her~~ **their** choosing present in the hearing at the time ~~he / she~~ **the complaining witness** testifies, which may include a parent, / guardian, ~~or legal counsel, and (c)~~ ~~elect to have the hearing closed while testifying.~~ **2.**
- The Charter School must also provide the ~~victim~~ **complaining witness** a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony ~~3.~~

- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which ~~he or she~~ **the complaining witness** may leave the hearing room ~~=4.~~
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- ~~5.~~ The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~he/she~~ **the complaining witness** is normally in school, if there is no good cause to take the testimony during other hours.
- ~~6.~~ Prior to a complaining witness testifying, the support persons ~~must will be admonished~~ **reminded** that the hearing is confidential. ~~Nothing in the law precludes~~ The entity presiding over the hearing ~~from removing~~ **may remove** a support person whom the presiding ~~person~~ **entity** finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany ~~him or her~~ **the complaining witness** to the witness stand ~~=7.~~
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The ~~person~~ **entity** presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official will ~~admonish~~ **remind** the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising ~~his or her~~ **their** discretion to remove a person from the hearing whom ~~he or she believes~~ **they believe** is prompting, swaying, or influencing the witness ~~=8.~~
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the ~~courtroom~~ **hearing room** during that testimony ~~=9.~~
- Especially for charges involving sexual assault or battery, ~~if the hearing is to be conducted in public at the request of the pupil being expelled,~~ the complaining witness ~~shall~~ **may** have the right to have his/her **their** testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no **via** alternative procedures to avoid the threatened harm. The alternative procedures **means that** may include **but are not limited to**, videotaped depositions **testimony** or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television ~~=10.~~
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be

represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

~~G. Record of Hearing A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. H. Presentation of Evidence While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his / her educational program. I. Written Notice to Expel The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent / guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student. J. Disciplinary Records The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request. K. No Right to Appeal The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final. L. Expelled Pupils / Alternative Education Parents / guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents / guardians as requested by parents / guardians or by the school district of residence to assist with locating alternative placements during expulsion. M. Rehabilitation Plans Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission. N. Readmission The~~

~~decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent / guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.~~ **O. Notice to Teachers** The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. **P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**
~~1.~~ **Notification of SELPA**

The Charter School shall immediately notify the SELPA (and / or the chartering authority if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability~~=2.~~

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP / 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim~~-alternative~~ **alternative** educational setting~~=3.~~

Procedural Safeguards / Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP / 504 Team shall review all relevant information in the student's file, including the child's IEP / 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

4. ~~a.~~ If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
5. ~~b.~~ If the conduct in question was the direct result of the local educational agency's failure to implement the IEP / 504 Plan.

If the Charter School, the parent / **guardian**, and relevant members of the IEP / 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent / **guardian**, and relevant members of the IEP / 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP / 504 Team shall:

4. ~~a.~~ Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
5. ~~b.~~ If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
6. ~~c.~~ Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent / **guardian**, and relevant members of the IEP / 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP / 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities~~=4.~~

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. ~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U. S. C. Section 1415 (k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise. In accordance with 20 U. S. C. Section 1415 (k) (3), if a parent / guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent / guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.~~ 5.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. ~~Ⓐ~~ Carries or possesses a weapon, as defined in 18 U. S. C. Section 930, to or at school, on school premises, or to or at a school function;
2. ~~Ⓑ~~ Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. ~~Ⓒ~~ Has inflicted serious bodily injury, as defined by 20 U. S. C. Section 1415 (k) (7) (D), upon a person while at school, on school premises, or at a school function.

~~Ⓓ~~ Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP / 504 Team~~7~~.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. ~~Ⓐ~~ The parent / guardian has expressed concern in writing, or orally if the parent / guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. ~~Ⓑ~~ The parent / **guardian** has requested an evaluation of the child~~Ⓒ~~.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent / **guardian** has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ~~11~~10: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

[Education Code Section 47605.6(b)(5)(~~#~~I)]

~~Eligible employees participate in the State Teachers' Retirement System and in the Public Employees' Retirement System.~~ **certificated employees shall participate in the California State Teachers' Retirement System, and eligible classified employees shall participate in the California Public Employees' Retirement System, as required by applicable law and the eligibility requirements of each retirement system. Non-certificated employees will also contribute to federal Social Security.** ~~Employees who are not eligible for membership in CalSTRS or CalPERS shall participate in the federal Social Security system, as required by applicable law. The Principal~~ **Director of Human Resources, or designee, shall be responsible for ensuring that all appropriate retirement arrangements have been made** ~~are established and maintained for eligible employees~~ **in accordance with applicable law.**

ELEMENT ~~42~~11: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. [Education Code Section 47605.6(b)(5)(~~E~~K)]

Disputes Between the Charter School and the County

Imagine Schools, Riverside County and the County will be encouraged to attempt to resolve any disputes between Imagine Schools, Riverside County and the County amicably and reasonably, without resorting to formal procedures. Except for those disputes between the County and Imagine Schools, Riverside County, all disputes involving the Imagine Schools, Riverside County shall be resolved by the Charter School pursuant to the Charter School's internal policies. Any complaints about ISRC that the County receives will be promptly forwarded to the Charter School for investigation and resolution.

Any dispute between Imagine Schools, Riverside County and the County (collectively herein referred to as "the Parties") relating to provisions of the Charter shall be resolved in accordance with the following procedure:

- In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("Dispute Statement") and to refer the issue to the County Superintendent and ~~Principal of the Charter School~~ **Regional Director**, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section ~~47607~~ **47607.3**, the Charter School requests that this shall be noted in the written Dispute Statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section ~~47607~~ **47607.3** and its implementing regulations.
- The Superintendent and ~~Principal~~ **Regional Director**, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the Dispute Statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and ~~Principal~~ **Regional Director**, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the Dispute Statement.
- If this joint meeting fails to resolve the dispute, the Superintendent and ~~Principal~~ **Regional Director**, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and ~~Principal~~ **Regional Director**, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the Dispute Statement. The costs of the mediator shall be split equally between the County and the

Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law.

All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Internal Disputes

The Charter School shall ~~have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law.~~ maintain policies and procedures for the prompt and equitable resolution of internal complaints and disputes consistent with applicable law, including Uniform Complaint Procedures ("UCP"), and Title IX complaint procedures, as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT ~~13~~12: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [\[Education Code Section 47605.6\]](#) subdivision (e). [\[Education Code Section 47605.6\(b\)\(5\)\(~~ML~~\)\]](#)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are socioeconomically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the California Department of Education on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and making this notice available to parents.

Parents or guardians seeking to enroll a student shall complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- ~~Proof of Immunization~~ **Documentation required to demonstrate compliance with applicable immunization laws**
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements

- ~~Release of records~~ Authorization for transfer of educational records (In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.)

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of currently enrolled students, who are entitled to continued enrollment in the Charter School the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Siblings of students admitted to or attending the Charter School who reside within the school district in which any Charter School site is located.
- Siblings of students admitted to or attending the Charter School who do not reside in the school district in which any Charter School site is located.
- Children of ISRC employees, up to 10% of total enrollment.
- Children who reside within the school district in which any Charter School site is located.
- Residents of Riverside County.
- All other applicants.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery.

This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants, and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 1413: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. [Education Code Section 47605.6(b)(5)(A-M)]

Attendance at Imagine Schools, Riverside County is voluntary. ~~Students who reside within any school district in which the Charter School operates a school site who choose not to attend Imagine Schools, Riverside County may attend school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district policies.~~ **Students residing within Riverside County who choose not to attend ISRC may attend their school of residence or another public school in accordance with applicable school district enrollment and transfer policies and state law, including any available intra-district and interdistrict transfer options, or schools operated by the County, as applicable, according to County policy.**

Parents and guardians of each student enrolled in ISRC will be informed ~~on admissions forms~~ **through the Charter School's enrollment materials** that the student has no right to admission to a particular school or program of a local educational agency as a consequence of enrollment in ISRC, except to the extent that such a right is ~~extended by the local educational agency~~ **provided by applicable law or extended by the local educational agency.**

ELEMENT ~~15~~14: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. [Education Code Section 47605.6(b)(5)(~~EN~~)]

No employee of the Riverside County Office of Education shall be required to work at the Charter School.

Employees of RCOE who choose to leave the employment of RCOE to work at the Charter School will have no automatic right of return to RCOE after employment by the Charter School unless specifically granted by RCOE through a leave of absence or other agreement.

~~Charter School employees shall have any right upon leaving RCOE to work in the Charter School that RCOE may specify, any rights of return to employment in a county office of education after employment in the Charter School that RCOE may specify, and any other rights upon leaving employment to work in the Charter School that RCOE determines to be reasonable and not in conflict with any law.~~ Any rights of an RCOE employee who leaves employment with RCOE to work at the Charter School, including any right to return to employment with RCOE, shall be governed solely by applicable law and by any leave of absence, reemployment agreement, collective bargaining agreement, or other agreement between the employee and RCOE.

Sick or vacation leave or years of service credit at RCOE or any school district ~~will not be transferred to the Charter School.~~ shall not transfer to the Charter School unless otherwise provided by applicable law or written agreement. Employment by the Charter School ~~provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.~~ does not confer any right to employment with RCOE, any school district, or any other public agency, including in the event of nonrenewal, revocation, or closure of the Charter School.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. [Education Code Section 47605.6(b)(5)(PO)]

Closure of the Charter School will be documented by official action of the Board of Directors of Imagine Schools, Riverside County. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify the parents or guardians of all pupils, the Riverside County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents or guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. ~~Original records for each student will be forwarded to the district in which the student resides.~~ **Student records shall be transferred to the student's next public school or local educational agency, or otherwise maintained and transferred in accordance with applicable law.** All transfers of student records will be made in compliance with FERPA. ~~All other records of the Charter School shall be transferred to the County upon Charter School closure.~~ **All other records of the Charter School shall be transferred or otherwise maintained in accordance with applicable law and the directions of the County.** If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will also be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. ~~The Charter School will also have an independent audit completed within six months after closure.~~ **The Charter School shall arrange for a final independent financial and compliance audit to be completed in accordance with applicable law.** The Charter School will pay for the final audit. The audit will be

prepared by a qualified Certified Public Accountant who is selected by the Charter School, who also has educational institution audit experience, and who ~~appears on the State Controller's published list as an approved educational audit provider.~~ **is qualified and eligible to perform local educational agency audits in accordance with applicable state law and State Controller requirements.** ~~The audit will be provided to the County promptly upon its completion.~~ **The final audit shall be submitted to the County and any other agencies required by applicable law promptly upon completion.** The final audit will include: an accounting of all financial assets, including cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Imagine Schools, Riverside County. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, including the filing of a final tax return.

All closure costs will be assumed by Imagine Schools Non-Profit.

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Cash Flow/Fiscal Reports

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. [Education Code Section 47605.6(h)]

Attached as Appendix E, please find the following documents:

- Budget narrative
- A projected budget
- Cash flow and financial projections for three years of operation

These documents are based upon the best data available to the petitioners at this time.

Imagine Schools provides reports to the County in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the County:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, ~~an annual update to the LCAP~~ **a local control and accountability plan and an annual update to the local control and accountability plan** required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, ~~on December 15~~ **on or before January 31**, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final non-audited report from the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year and the Charter School's balance sheet.

The Charter School provides reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and ~~47605(m)~~ **47605.6(m)**, the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided.
[Education Code Section 47605.6(h)]

ISRC contracts with ICON School Management to provide all administrative and back-office services. Should the County be interested in offering certain services to Imagine Schools, Riverside County for a fee, Imagine Schools, Riverside County shall consider the possibility of purchasing some of these services from the County if the costs are more economically feasible than those of other service providers. The specific terms and cost for these services, if provided by the County, will be the subject of an annual MOU between the Charter School and the County, and will be subject to County availability.

Transportation

Imagine Schools, Riverside County currently provides home to school transportation to its students, including when required under the IDEA, as amended for students with disabilities in accordance with their IEP. The Charter School will continue providing transportation so long as it is financially viable. The Charter School shall maintain a Transportation Safety Plan consistent with Education Code Section 39831.3.

Food Services

ISRC participates in the National School Lunch program and follows all state and federal guidelines accordingly.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate and upon the county board of education. [Education Code Section 47605.6(h)]

Imagine Schools, Riverside County is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by Imagine Schools, Riverside County if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law.

~~Further, Charter School and County intends to enter into a memorandum of understanding with the County, wherein the Imagine Schools, Riverside County shall indemnify County~~ **the Charter School and County have a memorandum of understanding with the County, wherein the Imagine Schools, Riverside County indemnifies the County** for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

Insurance amounts are determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Charter School.

The Imagine Schools, Riverside County Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the County to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five year charter term from ~~July 1, 2021 through June 30, 2026~~ **July 1, 2027 through June 30, 2032.**