

ISANA Achernar Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Patrick Stickley, Principal

 Principal, ISANA Achernar Academy

About Our School

ISANA Achernar Academy operates a high quality school in the historically underserved area of Compton. The mission of ISANA Achernar Academy is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we enroll students from communities in need. The community surrounding ISANA Achernar Academy is growing rapidly and is highly impacted. The school opened in August of 2016 with 493 students in transitional kindergarten through eighth grade. Per the CDE, for the 2018-2019 school year, ISANA Achernar Academy had 484 students from Transitional Kindergarten through eighth grade. Over 98% of ISANA Achernar Academy's students qualify for the free or reduced lunch program; at least 25.4% of the children are English Learners. Students at the school are mostly African-American (41%) and Latino (59%).

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities. ISANA Achernar Academy has developed a reputation for high academic standards, experienced and caring staff members, as well a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence are non-negotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences prevail. They benefit from an environment where parents and teachers work in partnership to meet student achievement goals.

Contact

*ISANA Achernar Academy
310 East El Segundo Blvd.
Compton, CA 90222-2315*

*Phone: 310-764-1234
Email: pstickley@isanaacademies.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Compton Unified
Phone Number	(310) 639-4321
Superintendent	Darin Brawley
Email Address	dbrawley@compton.k12.ca.us
Website	www.compton.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	ISANA Achemar Academy
Street	310 East El Segundo Blvd.
City, State, Zip	Compton, Ca, 90222-2315
Phone Number	310-764-1234
Principal	Mr. Patrick Stickley, Principal
Email Address	pstickley@isanaacademies.org
Website	https://isanaacademies.org/
County-District-School (CDS) Code	19734370134338

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

Mission:

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

Vision:

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

Academic Excellence

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

Mutual Respect

ISANA Achemar Academy fosters a culture of mutual respect that builds trust and engages students in learning.

Qualified Teachers and Paraprofessionals

Teachers and paraprofessionals meet ESSA standards as qualified.

Parental Investment and Community Involvement

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

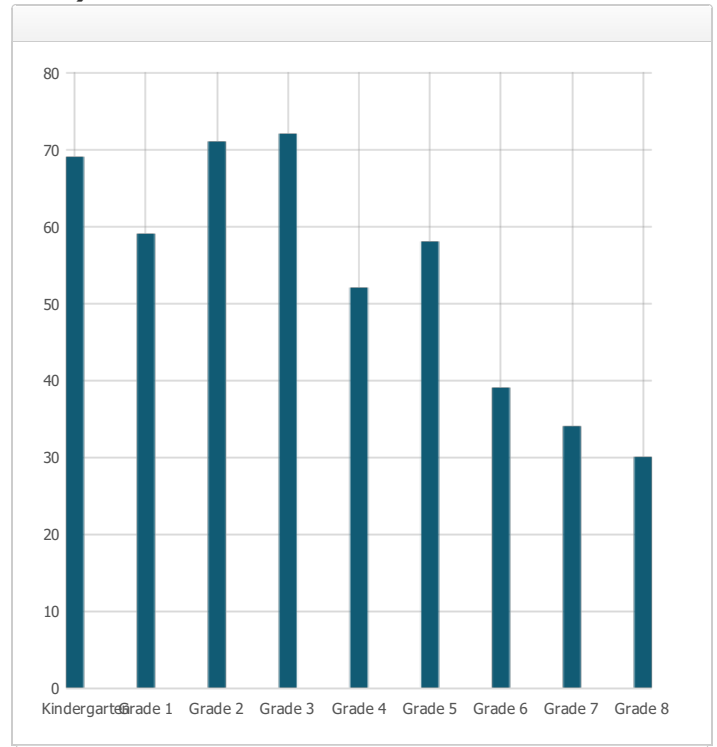
Respect and Diversity

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

Last updated: 1/27/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	59
Grade 2	71
Grade 3	72
Grade 4	52
Grade 5	58
Grade 6	39
Grade 7	34
Grade 8	30
Total Enrollment	484



Last updated: 1/27/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	40.50 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	58.90 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	98.30 %
English Learners	25.40 %
Students with Disabilities	8.10 %
Foster Youth	0.60 %
Homeless	%

A. Conditions of Learning

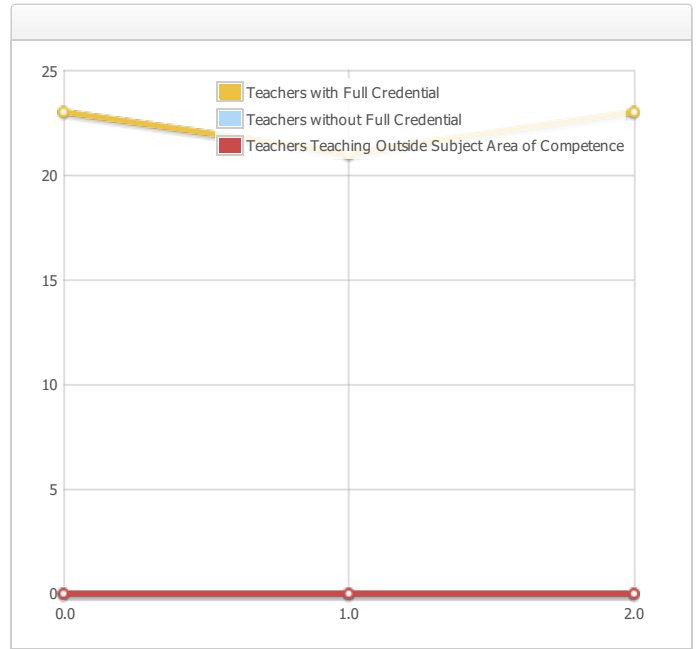
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	21	23	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Journeys Common Core 2014-2017 for grades K-6 Houghton Mifflin Harcourt: Holt McDougal (HMD) Literature 2012 for grade 7 & 8	Yes	0.00 %
Mathematics	Pearson: enVision Math California Common Core 2015 for grades K-6 Pearson: California Digits 2015 for grades 7-8	Yes	0.00 %
Science	Delta Education: FOSS Kits 3rd Edition for grades K-4 Amplify Science for grades 5-8	Yes	0.00 %
History-Social Science	Houghton Mifflin Harcourt: World History Ancient Civilizations Grade 6 Mcdougal Littell: Medieval And Early Modern Times, Grade 7 Mcdougal Littell: Creating America Beginnings Through WWI, Grade 8	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/27/2020

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that all schools are clean, safe, and functional at all times. In our continuing effort to stay in "good" standing, our operations department utilizes the State of California Facility Inspection Tool (FIT) form for all site inspections. For information on the results of the latest survey completed please contact John Vargas by email at jvargas@isanaacademies.org. Improvements will be made for increased learning achievements and based on budget availability.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 1/31/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	41.0%	35.0%	38.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	33.0%	27.0%	31.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/27/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	279	98.94%	1.06%	41.22%
Male	135	135	100.00%	0.00%	40.00%
Female	147	144	97.96%	2.04%	42.36%
Black or African American	109	107	98.17%	1.83%	41.12%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	172	171	99.42%	0.58%	41.52%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	276	273	98.91%	1.09%	41.03%
English Learners	103	102	99.03%	0.97%	36.27%
Students with Disabilities	29	28	96.55%	3.45%	7.14%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	278	98.93%	1.07%	32.73%
Male	135	135	100.00%	0.00%	37.78%
Female	146	143	97.95%	2.05%	27.97%
Black or African American	109	107	98.17%	1.83%	28.97%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	171	170	99.42%	0.58%	34.71%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	275	272	98.91%	1.09%	32.72%
English Learners	102	101	99.02%	0.98%	29.70%
Students with Disabilities	29	28	96.55%	3.45%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/27/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.60%	22.20%	16.70%
7	25.00%	13.90%	13.90%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents will be actively engaged in the development of the school as members of the Site-based Management Council.

Prior to the enrollment of a student, the parent(s) and the student will meet with the principal.

Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.

Parents will be encouraged to volunteer time to support the school and to participate as mentors.

Parent-teacher conferences will take place twice a year, and as needed.

There are several types of parent meetings parents can attend: General Parent Meetings, Parent Advisory Council, School Site Council, District English Learner Advisory Council, PTO meetings and parent workshops.

State Priority: Pupil Engagement

Last updated: 1/28/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

ISANA Achemar Academy opened in August of 2016.

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.30%	1.00%	0.60%	4.30%	1.90%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/27/2020

School Safety Plan (School Year 2019—20)

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The Standardized Emergency Management System (SEMS) provides for a fully integrated and coordinated multiple level responses to multiagency, multijurisdictional emergencies. SEMS is based on the Incident Command System (ICS). ICS has five primary functions:

Command/management, operations, planning/intelligence, logistics and finance/administration.

All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All ISANA Achemar Academy employees automatically become Civil Defense Workers upon declaration of a disaster or state of emergency.

The emergency plan as created to assist the administration and staff members should a disaster occur. The first and foremost objective is safety of the site's students and personnel.

Teachers are required to inform their students about the safety procedures and practice them frequently.

Last updated: 1/27/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.00		3	
1	26.00		3	
2	24.00		3	
3	25.00		3	
4	27.00		2	
5	25.00		2	
6	20.00	1	1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		3	
1	25.00		3	
2	26.00		3	
3	31.00		2	
4	32.00		2	
5	24.00		2	
6	19.00	2		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	30.00		2	
2	24.00		3	
3	24.00		3	
4	26.00		2	
5	29.00		2	
6	19.00	1	1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	2		
Mathematics	21.00	2		
Science	21.00	2		
Social Science	21.00	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	17.00	3		
Mathematics	17.00	3		
Science	17.00	3		
Social Science	17.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	2	1	
Mathematics	21.00	2	1	
Science	21.00	2	1	
Social Science	21.00	2	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	484.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/27/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/28/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11694.79	\$3670.41	\$8024.38	\$57329.57
District	N/A	N/A	--	\$82586.00
Percent Difference – School Site and District	N/A	N/A	--	-36.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	7.00%	-36.00%

Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

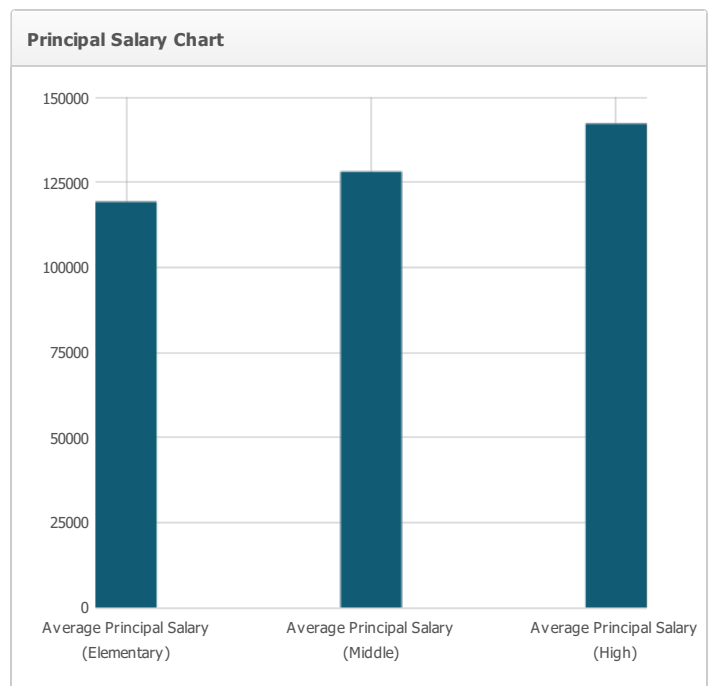
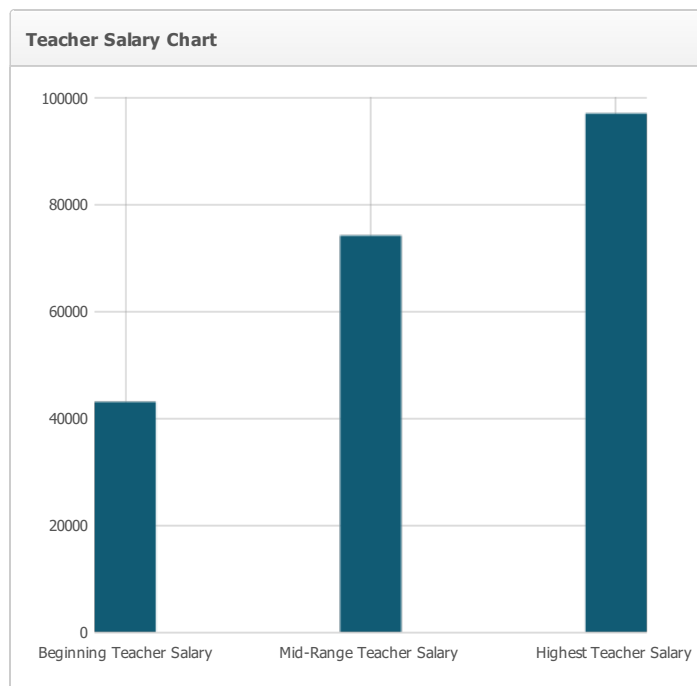
Unrestricted Lottery
Restricted Lottery
Education Protection Account (EPA)
Title I
Title II
Title III
Special Education (AB602)
Special Ed Federal (IDEA)
SPED Mental Health
ASES
Federal Child Nutrition
State Child Nutrition
Low-Performing Students Block Grant

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,021	\$48,612
Mid-Range Teacher Salary	\$74,118	\$74,676
Highest Teacher Salary	\$96,943	\$99,791
Average Principal Salary (Elementary)	\$119,262	\$125,830
Average Principal Salary (Middle)	\$128,112	\$131,167
Average Principal Salary (High)	\$142,214	\$144,822
Superintendent Salary	\$252,350	\$275,796
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	19