

**CUMBERLAND SCHOOL DISTRICT
YEAR ENDING JUNE 30, 2019
Charter School Authorizer Annual Report**

- 1) Island City Academy**
- 2) Island City Virtual Academy**



(For further instructions and requirements related to completing each section of this charter school authorizer annual report template see the charter school authorizer annual report technical assistance document at <http://dpi.wi.gov/sms/charter-schools/information-authorizers>)

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	Cumberland School Board
Authorizer Address:	1010 8th Avenue, Cumberland, WI 54829
Authorizer Contact Person:	Barry Rose
Contact Person Title:	Superintendent
Contact Person Phone:	715-822-5124
Contact Person Email:	brose@csdmail.com

SECTION II: CHARTER SCHOOL INFORMATION

Charter Schools Currently Under Contract:			
School Name:	Contract Start Date:	Contract Expiration Date:	Grades Served:
1) Island City Academy	August 1, 2018	July 31, 2023	7 - 12
2) Island City Virtual Academy	July 1, 2016	June 30, 2021	4K - 12

Charter Schools Whose Contract was Non-renewed or Revoked:			
School Name:	Contract Start Date:	Date of Non-renewal or Revocation:	Reason for Non-renewal or Revocation:

Charter Schools Currently Under Contract that have not Opened:		
School Name:	Contract Start Date:	Date School will open:

Charter Schools that Closed:		
School Name:	Date of School Closure:	Reason for Closure:

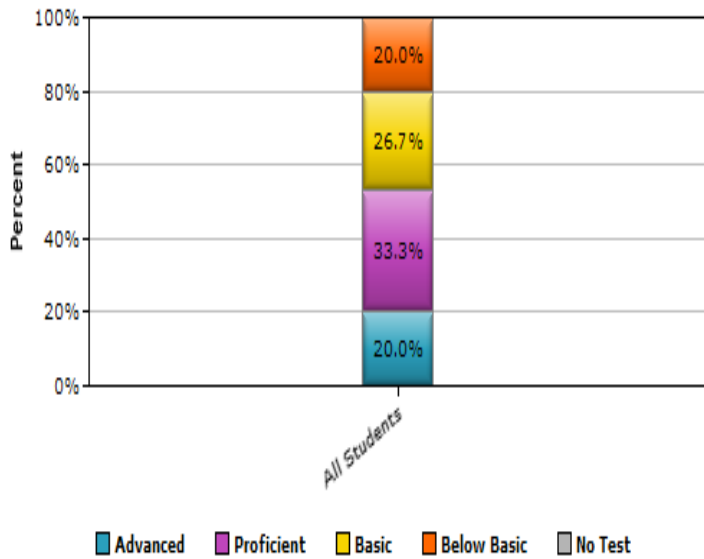
SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

(Provide a summary of the academic performance of each charter school that operated during the school year.)

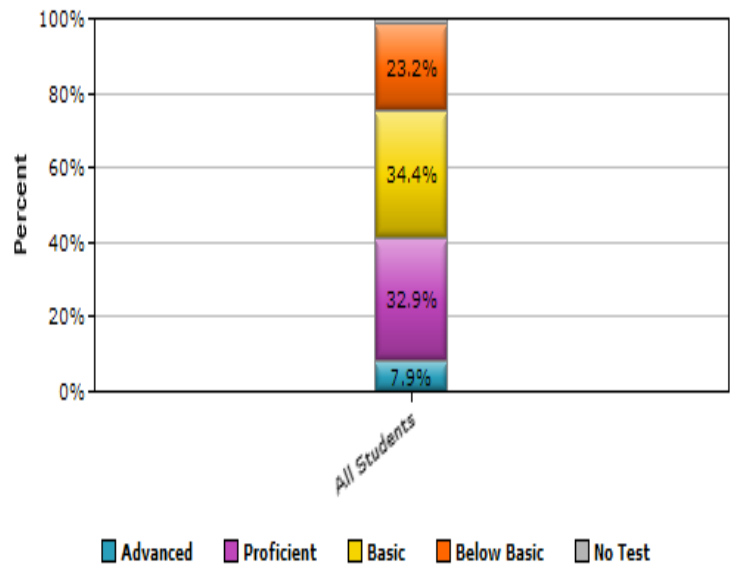
**1) Island City Academy
2018 – 2019**

Forward and DLM ELA Performance by :

Island City Academy Students

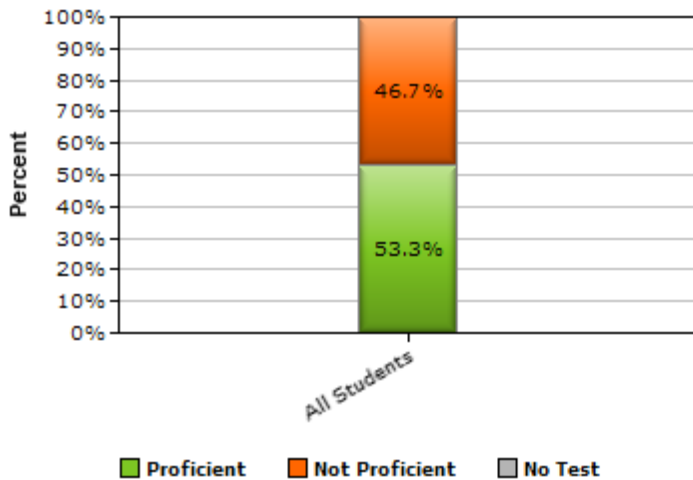


Statewide Students

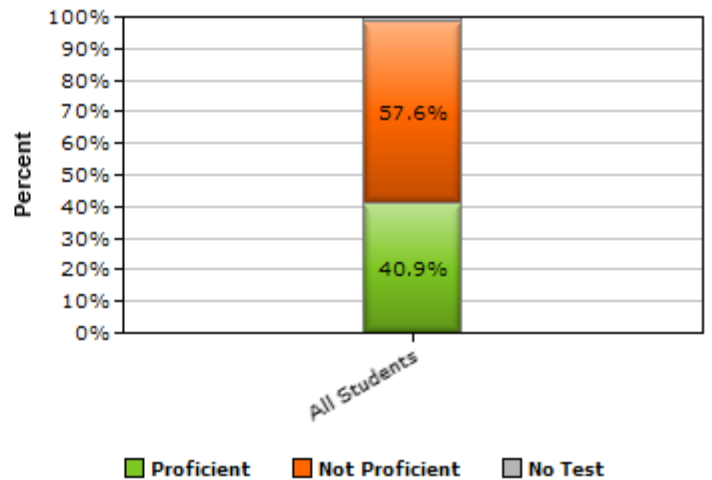


Forward and DLM ELA Proficiency by :

Island City Academy Students



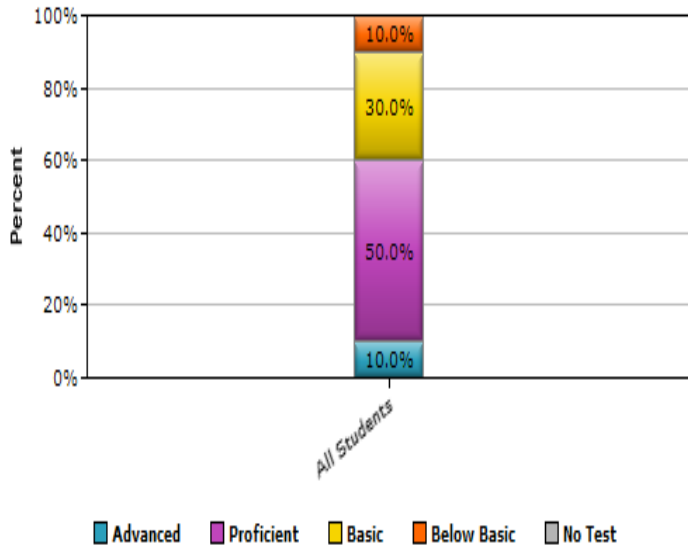
Statewide Students



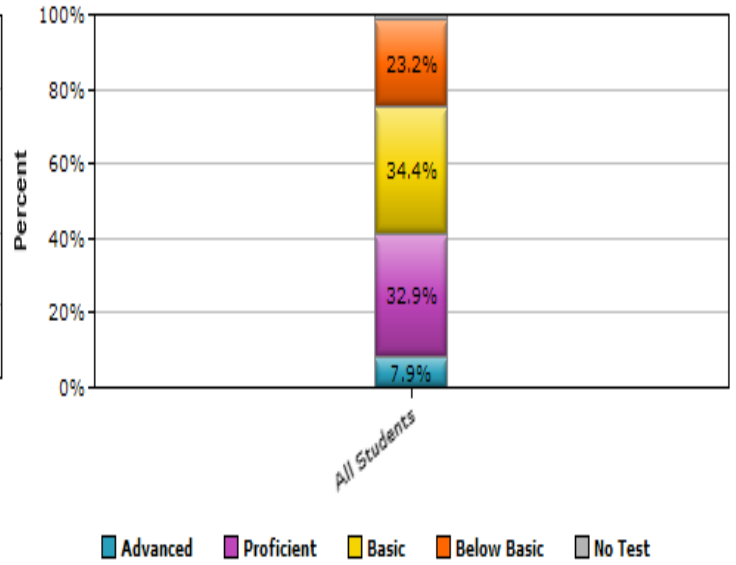
2) Island City Virtual Academy 2018 – 2019

Forward and DLM ELA Performance by :

Island City Virtual Academy Students

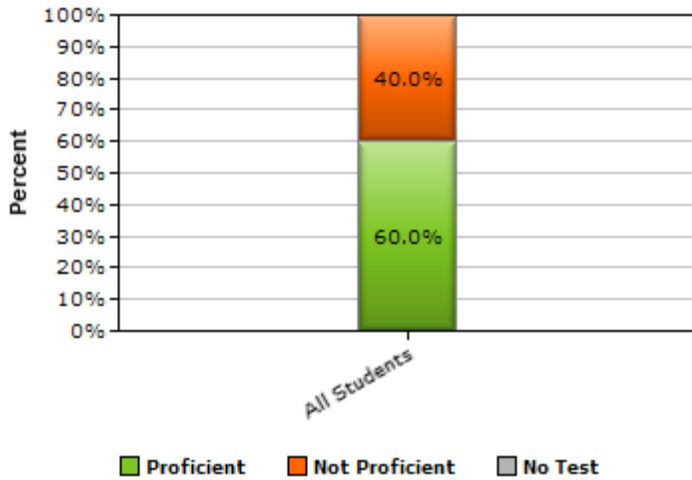


Statewide Students

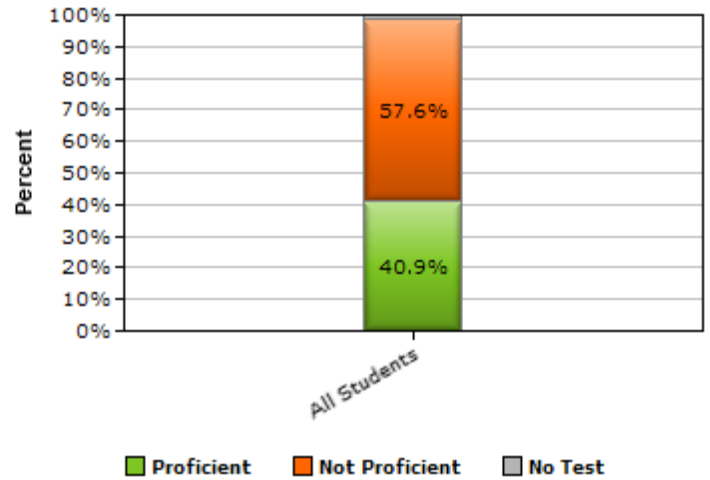


Forward and DLM ELA Proficiency by :

Island City Virtual Academy Students



Statewide Students



SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

(Provide a summary of the financial performance of each charter school that operated during the school year.)

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

(Provide a summary and discussion of any additional contract terms or expectations that the authorizer deems relevant to its report on the overall performance of the charter schools it authorizes.)

1) Island City Academy

Educational Program: The Charter School is a project-based, teacher led, Interdisciplinary Learning Collaborative. The Charter will serve up to 60 students in grades 7-12. The charter will have an overall average student to teacher ratio of no more than 20 to 1.

The educational priorities at the middle school level include:

- Learning will take place in a small learning collaborative in a multi-age group utilizing local educational partnerships
- Project-based learning with a blend of integrated teacher directed projects and independent student projects that incorporate the district's approved standards
- Placed-based outdoor learning experiences to facilitate learning projects
- Projects and other learning activities will require students to apply knowledge to real problems, use research methodology, and present knowledge beyond the classroom
- Students will be required to complete integrated class projects each year and independent research projects
- Students will effectively complete a Project Proposal Form and complete the required research steps in a timely manner.
- Students will use a computer based management program as part of the project process
- Students will be evaluated based on rubrics, self-evaluation, and evaluation by the instructor
- Students will be evaluated on skills which include but are not limited to: Portrait of a Graduate Skills, self-management, group leadership, global perspective, and stewardship
- Students will use an individualized self-paced math program such as ALEKS or another program approved by the instructors and administration.

The educational priorities at the high school level include:

- An environment of small learning collaborative groups that are multi-aged and utilize local educational partnerships
- Independent project based learning
- Career planning beginning in the 9th grade year, creation of a Personal Learning Plan that incorporates individual career goals, and experiences with local organizations and business to provide career training
- Project-based learning that includes a blend of integrated teacher directed projects and independent student projects that incorporate the district's approved standards

- Projects and other learning activities will require students to apply knowledge to real problems, use research methodology, and present knowledge beyond the classroom
- Students will effectively propose and manage projects, track credit progress, and document standards completion
- Credits will be earned by documenting approximately 100 hours of project work time for each credit, demonstrating proficient understanding and ability for the standards being assessed for credit, and completing the project with an acceptable level of quality for the final product
- Evaluation of credits will be completed by the project advisor, the core content advisor, and industry professionals when appropriate
- Students will be evaluated on skills which include but are not limited to: Portrait of a Graduate Skills, self-management, group leadership, global perspective, and stewardship
- Students will use an individualized self-paced math program such as ALEKS or another program approved by the instructors and administration.
- Students will be required to complete a total of 28 credits to graduate with a minimum of 4 credits of English/Language Arts, 3 credits of math, 3 credits of science, 3 credits of social studies, 1.5 credits of physical education, .5 credits of integrated computer applications, .5 credits of health and 1 credit in the humanities, 2 credits of career readiness and leadership.
- Students may enroll in up to two courses per semester at the Cumberland High School that relate to the student's personal learning plan or individual career goals

Students at ICA may participate in any District sponsored extracurricular events, athletic, clubs, or other activities offered by the district as long as they follow the same measures for joining as other students of the district.

Methods for Attaining Educational Goals:

The Charter will use a project-based instructional method aligned with the district's approved standards. In addition, students will utilize individualized computer-based math instruction, like ALEKS or an equivalent program, to obtain educational goals. Instructors will guide students to develop a Personal Learning Plan facilitated with computerized project management, like Project Foundry, to insure coverage of the standards, completion of educational goal, application of career goals to learning activities, and adequate progress to ensure graduation.

Measurement of Student Progress:

Individual conferencing, comprehensive standards-based student portfolios and progress reports will be used to monitor student progress towards academic goals. Instructors will use a combination of authentic assessments and standards-based rubrics to determine the level of completion for standards. Students' projects will identify the standards to be addressed in each project and the number of credits that will be attempted while tracking overall percent of completion for credits and standards.

Parents will be able to track student progress and conference with the instructors. Progress in credit attainment, standards attainment, quality of work in standard areas, and skills will be available for instructors and parents on a continual basis.

When data becomes available from the state, a summary of student attainment of academic goals will be provided by the principal to the school board for review. This report will include:

- Percentage of grade 7 & 8 students completing grade level goals in the core academic subjects
- Percentage of 9-12th grade students that have attained grade level appropriate credits and are on target for graduation
- Average performance level for students in the core academics based on a 4-point scale
- Student attendance data
- Student behavior records
- State test results
- Parent/student survey results

Governance/Structure:

ICA is governed by the Island City Research Academy, Inc. governance board (ICRA). ICRA Inc. is an established 501(c) 3 nonprofit with a governance board that consists of 7 members. Seven members are elected by the charter school membership as defined in the organization's by-laws and are a blend of parents and community members. At least two of the seven elected members are parents of students. Elected members serve a three-year term. No more than a minority of the governing board's members can be employees of the school or employees or officers of the school district.

The governance board holds a public meeting once a month and an annual meeting each June. The governance board is responsible for all regular functions of the charter school including recommendations to the board of education for the hiring of new staff, the admissions process including letters and the lottery, maintaining the contract, promotion of the school, extra support for the teachers, fundraising, financial management, coordination of educational partnerships, and other day to day functions of the charter school. As a Wisconsin non-stock corporation, ICRA, Inc. follows its established bylaws and contract for functioning.

Parental Involvement:

In addition to parents being on the governance board, parents are also involved in many other ways in the charter school. Each student is required to have a "family team" that is required to attend orientation at the beginning of the school year to ensure they understand the functioning and philosophy of the charter school. In addition, family teams are encouraged to be present during the "Gallery Walk" events when student present their project to the public. Family teams are also encouraged to share their expertise in the classroom through seminars, join field trips, and assist in the classroom. An end of the year social is held to allow parents the opportunity to informally meet with charter staff and welcome new incoming students and their families. Finally, parents provide feedback through yearly surveys.

Staff Qualifications:

All school personnel for whom licensure is required shall hold and maintain the requisite license to teach. Teachers shall adhere to the standards established in any relevant collective bargaining agreement between the District and its teachers.

Student Health and Safety:

The charter school will follow all applicable health and safety regulations and building code standards. Since the school is located on District property, the charter school will work cooperatively with the district to ensure facilities are maintained to ensure the health and safety of students. The charter will follow the health and safety policies of the district and will contract with the district to provide appropriate maintenance of the building. The charter school students will have nurse and counseling services available to them in the same manner as other students in the district. The charter school will also participate in district wide safety drills to ensure students are prepared for emergency situations.

Racial and Ethnic Balance Procedures:

Island City Academy will assure equal access for all student through multiple means including:

- All district non-discrimination policies will be followed. The charter contract specifically stipulated the ICA will not discriminate on the basis of gender, race, creed, national origin, color, or disability.
- Enrollment is voluntary and will be open to all students from the Cumberland School District as well as student open enrolled to the district. Since the district includes tribal lands, enrollment information will be provided to the tribal educational liaison in addition to the other public methods of providing enrollment information.

2) Island City Virtual Academy

Educational Program: The Charter School shall provide an environment whereby students have the freedom to study at their preferred pace, time and place under the supervision of their parent(s) and Local Education Guide. The Charter School will utilize an instructional delivery model in which instruction is done in the student's home and with the Cumberland School District facility. Course work can be accomplished through use of available correspondence or online courses. The Charter School will also utilize special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as organizational and administrative arrangements.

Curriculum: In order to attain the educational goals listed in Wis. Stats. §118.01, the Charter School will implement a curriculum which will empower students to master rigorous academic standards through an innovative learning environment. In addition to attaining the educational goals listed in Wis. Stats. §118.01, the Charter School shall meet or exceed such academic performance standards as may, from time to time, be established by the District. Without in any way limiting, or being limited by the foregoing, the Charter School shall at all times (i) observe the requirements of Wis. Stats, § 118.40(8)(g) concerning pupil participation in the programs and curriculum of the

Charter School and (ii) on the District's behalf, and in a fashion fully consistent with all Applicable Laws, at all times provide special education and related services to fulfill the educational goals of pupils with disabilities enrolled in the Charter School.

Key components of the Charter School's curriculum and instruction include:

- (1) Self-paced, individualized instruction highlighting students' areas of special interest;
- (2) Student-designed project-led learning;
- (3) Integration of technical writing and critical reading skills throughout the curriculum;
- (4) Emphasis on real life learning application through community involvement and integration of trade literature;
- (5) Pursuit of information technology utilizing programs outside the expected educational sector.

A Learning Coach will be assigned to each student to serve as instructional leader; make deep emotional and intellectual connections with that student, and champion interdisciplinary, project-based, and problem-based learning for that student.

Additional partnerships with parents and community leaders will provide expertise and/or mentoring opportunities.

Charter School faculty will be comprised of teachers who simultaneously embrace their roles as teachers and learners committing to:

- (1) Establish deep, lasting relationships with the students they serve;
- (2) Bridge learning between the classroom and our world;
- (3) Measure student progress in multiple real world ways;
- (4) Provide a safe environment for student inquiry;
- (5) Engage student curiosity;
- (6) Build a continuous learning culture.

In addition to the foregoing, the following will play a key role in the Charter School:

- (1) Production of an individual "Virtual Learning Plan" for each student;
- (2) Student-led conferences during the year;
- (3) Implementation of a portfolio management/review system;
- (4) Weekly Communications between each student and their Learning Coach.

Measurement of Student Progress: Student progress will be assessed through a variety of accepted educational practices. These methods are:

- (1) The Charter School shall administer such standardized tests as may be required under Wis. Stats, §118.30(lm), §121.02(l)(r), 20 U.S.C. §6301 et. seq. (also known as the "No Child Left Behind Act") (as modified from time to time), and any other Applicable Laws to pupils

enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the District in such form as the District shall customarily transmit such data.

- (2) In addition to the foregoing, the Charter School shall use any local progress measures promulgated by the District to measure pupil progress under §118.01. Such measures will include, but not be limited to the following:

- Student Performance on the State Assessment
- Annual Review of Individual Learning Plan
- Parent Satisfaction Survey
- Comprehensive Student Portfolio
- Parent/Teacher/Student-led Conferences
- Ongoing Parent/Teacher evaluation of student progress
- Student self-evaluation of progress
- Subject area and Skill based Tests

SECTION VI: AUTHORIZER OPERATING COSTS

See completed audited Schedule of Charter School Authorizer Operating Costs.
(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)

1) ISLAND CITY ACADEMY

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$136,322.00
EMPLOYEE BENEFITS	200	\$43,717.83
PURCHASED SERVICES	300	\$610.21
NON-CAPITAL OBJECTS	400	\$11,438.18
CAPITAL OBJECTS	500	
INSURANCE & JUDGEMENTS	700	
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	
TOTAL		\$192,088.22

1) ISLAND CITY VIRTUAL ACADEMY

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2019

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$5,566.43
EMPLOYEE BENEFITS	200	\$1,768.84
PURCHASED SERVICES	300	\$0
NON-CAPITAL OBJECTS	400	\$17,736.68
CAPITAL OBJECTS	500	\$0
INSURANCE & JUDGEMENTS	700	\$0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	\$0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	\$0
TOTAL		\$25,071.95

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

See completed Schedule of Charter School Authorizer Services and Costs.

(Complete and attached Schedule of Charter School Authorizer Services and Costs.)

1) ISLAND CITY ACADEMY

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

FISCAL YEAR ENDING JUNE 30, 2019

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	120000	\$0
SPECIAL EDUCATION	150000	\$0
HEALTH SERVICES	214000	\$0
PSYCHOLOGICAL SERVICES	215000	\$0
CURRICULUM DEVELOPMENT	221200	\$0
INSTRUCTIONAL STAFF TRAINING	221300	\$0
GENERAL ADMINISTRATION	230000	\$0
BUILDING ADMINISTRATION	240000	\$0
BUSINESS SERVICES	252000	\$0
GENERAL OPERATIONS	253000	\$0
PUPIL TRANSPORTATION	256000	\$0
TECHNOLOGY	266000	\$0
OTHER SERVICES (REPLACE OTHER WITH A SERVICE)		\$0
TOTAL		\$0

1) ISLAND CITY VIRTUAL ACADEMY

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

FISCAL YEAR ENDING JUNE 30, 2019

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	120000	\$0
SPECIAL EDUCATION	150000	\$0
HEALTH SERVICES	214000	\$0
PSYCHOLOGICAL SERVICES	215000	\$0
CURRICULUM DEVELOPMENT	221200	\$0
INSTRUCTIONAL STAFF TRAINING	221300	\$0
GENERAL ADMINISTRATION	230000	\$0
BUILDING ADMINISTRATION	240000	\$0
BUSINESS SERVICES	252000	\$0
GENERAL OPERATIONS	253000	\$0
PUPIL TRANSPORTATION	256000	\$0
TECHNOLOGY	266000	\$0
OTHER SERVICES (REPLACE OTHER WITH A SERVICE)		\$0
TOTAL		\$0