

LCAP - CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), IIA has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils which address and align with the Eight State Priorities identified in Education Code Section 52060(d). The following is a table describing the IIA's outcomes that align with the eight state priorities and IIA's goals and actions to achieve the state priorities, as identified in Element A: Educational Program of the charter.

Because IIA does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply school wide and to all student subgroups. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils, each of whom has a valid test score; or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code Section 52052(a)). Once IIA enrolls students and can determine its numerically significant pupil subgroups, it will provide goals, actions, and outcomes for those groups in its annual Local Control and Accountability Plan ("LCAP").

IIA will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmarks assessments that are aligned to state and federal standards (including the new Common Core State Standards) and reflect proficiency measures required by California Assessment of Student Performance and Progress, as well as applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by IIA. For purposes of measuring achievement of these goals, numerically significant pupil subgroups include all of the following:

- Ethnic subgroups
- Socioeconomically disadvantaged pupils
- English learners
- Pupils with disabilities
- Foster youth
- Homeless youth

The following table delineates the IIA school-wide performance targets aligned to the state's priorities that apply for the grade levels served by IIA, including methods for measuring progress and the individual(s) with primary responsibility for each, as defined in Education Code Section 52060(d). We have the same expectations for all subgroups to meet the goals and outcomes set schoolwide, so the table below applies schoolwide and for all numerically significant student subgroups.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in Education Code Section 47607.

Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition (e.g., Element A: Educational Program, Element D: Governance, etc.). Refer to the following table for specific actions and their corresponding assessments.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. 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 LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

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| <u>STATE PRIORITY #1— BASIC SERVICES</u> | |
| <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).</i> | |
| SUBPRIORITY A – TEACHERS | |
| GOAL TO ACHIEVE SUBPRIORITY | All core teachers will hold a valid CA Teaching Credential, or permit, with the appropriate Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned. |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • All potential teachers will undergo a rigorous hiring process, including paper screening, reference checks, interviews, curricular and teaching materials review, and teaching demonstrations • All teacher candidates screened for employment will hold a valid CA Teaching Credential. Teachers who teach in English would ideally hold either a Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD. Teachers who teach in Mandarin would ideally hold a Bilingual Authorization/BCLAD in Mandarin. • The Office Administrator will annually review credential status for compliance |
| MEASURABLE OUTCOME | 100% of teachers will hold a valid CA Teaching Credential or Permit with the appropriate Bilingual Authorization/BCLAD and English Learner Authorization/CLAD, as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned |

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| GOAL AND OUTCOMES | 90% of teachers are “effective” or “highly effective” according to evaluation rubric; >75% retention; >80% level of satisfaction; |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • Initial and annual verification of teacher credentials as reported by the CA Commission on Teacher Credentialing • CALPADS Report 3.5 • Annual publication of School Accountability Report Card |
| SUBPRIORITY B – INSTRUCTIONAL MATERIALS | |
| GOAL TO ACHIEVE SUBPRIORITY | All students will have access to standards-aligned materials and additional instructional materials, as outlined in the IIA charter petition |
| ACTIONS TO ACHIEVE GOAL | All instructional materials purchased will be aligned to California Common Core State Standards and aligned with our charter petition |
| MEASURABLE OUTCOME | 100% of students will have access to standards-aligned materials and additional instructional materials, as outlined in our charter petition. |
| GOAL AND OUTCOMES | 90% of students meeting or exceeding standards on ELA SBAC 90% of students meeting or exceeding standards on Math SBAC |
| METHODS OF MEASUREMENT | Executive Director/Superintendent, Principal, and faculty will review all instructional materials before purchase, pursuant to E.C. § 60119 |
| SUBPRIORITY C – FACILITIES | |
| GOAL TO ACHIEVE SUBPRIORITY | Maintain a clean and safe school facility in partnership with the District, if District serves as our facility lessor, or with hired custodian and maintenance services |
| ACTIONS TO ACHIEVE GOAL | Daily general cleaning by custodial staff will maintain campus cleanliness Annual and monthly facility inspections will screen for safety hazards |
| MEASURABLE OUTCOME | Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance or good standing 100% of identified Required Corrections will be corrected within three months |
| GOAL AND OUTCOMES | 100% of teachers are trained in emergency procedures 100% of teachers and students participate in regular fire and emergency drills; |
| METHODS OF MEASUREMENT | Daily cleanliness spot checks will be performed Monthly site inspection documents prepared by the Principal, or the Principal’s designee Annual facility inspection reports |
| <u>STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS</u> | |

Implementation of State Standards(including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency.

SUBPRIORITY A – CCSS IMPLEMENTATION

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| GOAL TO ACHIEVE SUBPRIORITY | IIA’s curriculum will be aligned to CCSS |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • IIA’s curriculum maps will be aligned to the CCSS • IIA’s teachers will identify and participate in intensive professional development and training on the CCSS |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • 100% of curriculum will be aligned to CCSS • Annually, 100% of teachers will participate in at least five hours of Professional Development and training in CCSS |
| GOAL AND OUTCOMES | 100% of teachers will create and use lessons aligned to CCSS daily |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • Professional Development calendar and rosters will evidence participation by teachers in professional development activities • Curriculum maps will be written prior to school opening and will be revisited on an annual basis • Annual review of curriculum will show full implementation of CCSS |

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

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| GOAL TO ACHIEVE SUBPRIORITY | All EL students will gain academic content knowledge through the implementation of the CCSS |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • Curriculum maps will specifically include goals and strategies for ELs and other struggling subgroups |
| MEASURABLE OUTCOME | Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • EL student performance on the CAASPP statewide assessments • ELPAC Assessments • Personalized Learning Portfolio folder • Teacher assessments • Annual report cards |

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

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| GOAL TO ACHIEVE SUBPRIORITY | All EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies |
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| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • EL students have access to ELD curriculum • Teachers of EL students participate in professional development activities |
| MEASURABLE OUTCOME | <p>100% of EL students will reach English language proficiency within five years of initial classification as English Learner through the implementation of the CCSS and related instructional strategies</p> <p>80% of all students who have been enrolled at IIA for at least three full academic years will score proficient level on state tests.</p> |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • EL student performance on ELPAC Assessment • ELD folder and reclassification documentation |
| <p><i>STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT</i></p> <p><i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.</i></p> | |
| <p>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p> | |
| GOAL TO ACHIEVE SUBPRIORITY | <ul style="list-style-type: none"> • A Parent/Teacher Organization (“PTO”) will be established to facilitate parental involvement • A School Site Council (SSC), which can consist of parents, teachers and classified employees will be established. |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • The Founding Team will help establish the initial PTO and SSC • The PTO will select a volunteer Parent Coordinator to oversee parent participation opportunities through a variety of methods, including newsletters, phone calls, and orientation meetings • Parents may also choose to serve on the WMICS Board |
| MEASURABLE OUTCOME | All parents will have multiple opportunities to provide input to, and participate in, the Charter School |
| GOAL AND OUTCOMES | <p>At least one Parent will be on the Non-profit Board of Directors within the first year of operation</p> <p>90% of families give the Charter School an A or a B on the annual survey</p> <p>90% of families responding positively to “My student’s school seeks feedback from me” on annual survey</p> |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • Feedback from parents will be solicited regularly (i.e. monthly meetings, coffee hours) • Volunteer opportunities will be published to parents • An end-of-year survey will be distributed to parents and students requesting feedback |
| <p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p> | |

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| GOAL TO ACHIEVE SUBPRIORITY | IIA will maintain a PTO and School Site Council (SSC) |
| ACTIONS TO ACHIEVE GOAL | School leadership will work with the volunteer Parent Coordinator to recruit parents to the PTO and/or SSC via flyers, classroom newsletters, and monthly parent meetings |
| MEASURABLE OUTCOME | Annually, the SSC and PTO will be comprised of at least 50% parents |
| GOAL AND OUTCOMES | 70% of families responding positively to “I am satisfied with my level of influence on school decisions” on annual survey |
| METHODS OF MEASUREMENT | PTO and SSC meeting agendas and minutes identify parents who form part of the PTO and SSC |
| SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS | |
| GOAL TO ACHIEVE SUBPRIORITY | Solicit parent feedback via annual satisfaction surveys |
| ACTIONS TO ACHIEVE GOAL | Annually, IIA administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the WMICS Board for discussion and implementation |
| MEASURABLE OUTCOME | Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members |
| GOAL AND OUTCOMES | 100% of Parents will participate in Student’s educational planning adaptations and RTI |
| METHODS OF MEASUREMENT | Results and reports of community satisfaction surveys will be shared with parents, School Board members and staff upon completion of its results and analysis |
| <p><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California</i> D. <i>EL reclassification rates</i> E. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> F. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> | |
| SUBPRIORITY A1 – CAASPP: ELA/LITERACY | |

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| GOAL TO ACHIEVE SUBPRIORITY | 75% of students at every applicable grade level, including all student subgroups, meet or exceeds standard on the CAASPP statewide assessment in the area of English Language Arts/Literacy ¹ |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> Classroom instruction conducive to student learning Adequate learning environments Appropriate CCSS-aligned instructional materials Use of instructional technology in the area of English Language Arts Teacher assistants in classrooms to support instruction and student learning |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> Annually, at least 95% participation rate in the CAASPP statewide assessments Annually, at least 80% of students at every applicable grade level, including all subgroups, meet or exceed standard on the CAASPP statewide assessment in the areas of English Language Arts/Literacy |
| GOAL AND OUTCOMES | California School Dashboard (or other state) score will meet or exceed district score within the first three years |
| METHODS OF MEASUREMENT | CAASPP score reports |
| SUBPRIORITY A2 – CAASPP: MATHEMATICS | |
| GOAL TO ACHIEVE SUBPRIORITY | 80% of students at every applicable grade level, including all student subgroups, meet or exceed standard on the CAASPP statewide assessment in the area of Mathematics |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> Classroom instruction conducive to student learning Adequate learning environments Appropriate CCSS-aligned instructional materials Use of instructional technology in the area of Mathematics Teacher assistants in classrooms to support instruction and student learning |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> Annually, at least 95% participation rate in the CAASPP statewide assessments Annually, at least 80% of students at every applicable grade level, including all subgroups, meet or exceed standard on the CAASPP statewide assessment in the area of Mathematics |
| GOAL AND OUTCOMES | California School Dashboard (or other state) score will meet or exceed district score within the first three years |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> CAASPP score reports |
| SUBPRIORITY A3 – CAST: SCIENCE | |

¹ Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers.

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| GOAL TO ACHIEVE SUBPRIORITY | 80% of students at every applicable grade level, including all student subgroups, meet or exceed standard on the CAST statewide assessment in the area of Science |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of Science • Teacher assistants in classrooms to support instruction and student learning |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • Annually, at least 95% participation rate in the CAST statewide assessments • Annually, at least 80% of students at every applicable grade level, including all subgroups, • Revise as needed to meet CAASPP thresholds. • Meet or exceed standard on the CAST statewide assessment in the area of Science |
| GOAL AND OUTCOMES | California School Dashboard (or other state) score will meet or exceed district score within the first three years |
| METHODS OF MEASUREMENT | CAST score reports |
| SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE) | |
| GRADE LEVELS NOT APPLICABLE TO IIA | |
| SUBPRIORITY C – EL PROFICIENCY RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | EL students will advance at least one performance level per the ELPAC each academic year |
| ACTIONS TO ACHIEVE GOAL | EL students will receive in-class instructional support through focused small group instruction, 1-on-1 teacher or teacher assistant support, and after school tutoring, or homework club assistance. Teacher will implement integrated and designated ELD instructional strategies, including SDAIE. |
| MEASURABLE OUTCOME | 80% of EL students will advance at least one performance level per the ELPAC each academic year |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • ELPAC Score Reports • EL reclassification documentation maintained by ELPAC Coordinator • ELD folder in conjunction with ELD curriculum assessments and annual report cards |
| SUBPRIORITY D – EL RECLASSIFICATION RATES | |

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| GOAL TO ACHIEVE SUBPRIORITY | EL students will be assessed for reclassification as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive in-class instructional support which includes 1-on-1 teacher support, or teacher assistant support, focused small group instruction and integrated and designated ELD instructional strategies such as SDAIE. |
| MEASURABLE OUTCOME | At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. |
| METHODS OF MEASUREMENT | Analysis and review of ELPAC results |
| SUBPRIORITY E – AP EXAM PASSAGE RATE | |
| GRADE LEVELS NOT APPLICABLE TO IIA | |
| SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP | |
| GRADE LEVELS NOT APPLICABLE TO IIA | |
| <u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| <i>F. School attendance rates</i> | |
| <i>G. Chronic absenteeism rates</i> | |
| <i>H. Middle school dropout rates (EC §52052.1(a)(3))</i> | |
| <i>I. High school dropout rates</i> | |
| <i>J. High school graduation rates</i> | |
| SUBPRIORITY A – STUDENT ATTENDANCE RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | IIA will maintain a 95% ADA rate |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • IIA will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled • IIA will also keep families informed about the importance of attendance |
| MEASURABLE OUTCOME | Annual Average Daily Attendance of at least 95% |
| GOAL AND OUTCOMES | <p>90% of students report that they feel safe and supported at school as measured by the annual survey</p> <p>95% of students report for school on time</p> |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • Monthly, Quarterly and Annual ADA reports |

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| | <ul style="list-style-type: none"> Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success |
| SUBPRIORITY B – STUDENT ABSENTEEISM RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Students will not have more than three absences in any school year without prior notification from the parents. |
| ACTIONS TO ACHIEVE GOAL | Parents will be informed of chronic absences as specified in Attendance & Truancy Policy |
| MEASURABLE OUTCOME | 90% of enrolled students will have fewer than three absences during any one school year without prior notification from the parents. |
| GOAL AND OUTCOMES FOR SUBGROUP #1 | Less than 5% rate of chronic absenteeism (students who are absent 10% or more of the schooldays in the school year) |
| METHODS OF MEASUREMENT | End of term absence and tardy reports from our student information system Periodic attendance updates to families reminding them of the |

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| | <p>importance of in-school attendance as the primary way of learning and success</p> <p>Evidence of success is determined by monthly, quarterly and annual attendance reports</p> |
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| SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | IIA will retain and promote 98% of 6 th grade students. |
| ACTIONS TO ACHIEVE GOAL | IIA will offer an academically engaging learning environment for all its students, including members of all subgroups |
| MEASURABLE OUTCOME | 98% of the 6 th grade classes will be comprised of students who enrolled at IIA the prior academic year |
| GOAL AND OUTCOMES | Less than 2% dropout rate |
| METHODS OF MEASUREMENT | Student re-enrollment documentation as verified by our student information system and CALPADS |

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| SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES | |
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| GRADE LEVELS NOT APPLICABLE TO IIA | |
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| SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES | |
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| GRADE LEVELS NOT APPLICABLE TO IIA | |
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STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

D. Pupil suspension rates

E. Pupil expulsion rates

F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

SUBPRIORITY A – PUPIL SUSPENSION RATES

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| GOAL TO ACHIEVE SUBPRIORITY | IIA will maintain an annual suspension rate of less than 1% |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none">• School leadership and faculty will maintain a positive school climate• Teachers will be trained on, and implement, the Positive Peer Pressure program, which develops 8 social-emotional competencies• School leadership will work with teachers and families to manage student behavior issues and concerns |
| MEASURABLE OUTCOME | Annually, 1% or fewer of all enrolled students will be suspended |
| GOAL AND OUTCOMES | 90% of students respond positively to questions on discipline, respect and bullying on student survey |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none">• Annual School Accountability Report Card & Annual Report• CALPADS Report 7.1 Discipline Incidents• Annual surveys to students, parents and teachers |

SUBPRIORITY B – PUPIL EXPULSION RATES

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| GOAL TO ACHIEVE SUBPRIORITY | IIA will maintain an annual expulsion rate of less than 1% |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none">• School leadership and faculty will maintain a positive school climate• Teachers will be trained on, and implement, the Positive Peer Pressure program, which develops 8 social-emotional competencies• School leadership will work with teachers and families to manage student behavior issues and concerns |
| MEASURABLE OUTCOME | Annually, 1% or fewer of enrolled students will be expelled. |
| GOAL AND OUTCOMES FOR SUBGROUP #1 | 90% of families respond positively to “I feel my child is physically safe at school” on annual survey |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none">• Annual School Accountability Report Card & Annual Report• CALPADS Report 7.1 Discipline Incidents• Annual surveys to students, parents and teachers |

| SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS) | |
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| GOAL TO ACHIEVE SUBPRIORITY | IIA students and staff will adhere to the School Safety Plan |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • The School Safety Plan will be reviewed annually and modified, as needed • Annually, all school employees will be trained on the elements of the School Safety Plan • Students will participate in monthly fire, earthquake, and safety drills |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • School Safety Plan will be reviewed annually • 100% of staff will participate in at least four hours of Safe School training • Students will participate in at least eight fire, earthquake or safety drills annually |
| GOAL AND OUTCOMES | 80% proficient on school culture and safety audits |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • School Safety Plan • Professional Development agenda • Annual drill calendars |
| SUBPRIORITY D – SENSE OF COMMUNITY | |
| GOAL TO ACHIEVE SUBPRIORITY | Students, parents and teachers will feel a sense of community on campus, and within their classroom community |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • IIA Administration will devise and administer satisfaction surveys to parents, students and teachers annually • A variety of fun and engaging co-curricular opportunities will further enhance students’ sense of belonging and community |
| MEASURABLE OUTCOME | Annually, at least 75% of students and families will be retained |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community • Attendance and participation by students in campus events will evidence their sense of belonging and engagement • Annual re-enrollment documentation and class lists will reflect a return rate of at least 75% |

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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| GOAL TO ACHIEVE PRIORITY | IIA students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to, and enroll in, our academic and educational program as outlined in the Charter School’s charter petition |
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| ACTIONS TO ACHIEVE GOAL | All academic content areas will be available to all students, including student subgroups, at all grade levels |
| MEASURABLE OUTCOME | Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to, and enroll in, all core and non-core subject content areas available |
| GOAL AND OUTCOMES | Master schedule meets or exceeds state requirements Curriculum is deemed adequate as measured by Curriculum Approval Process |
| METHODS OF MEASUREMENT | Student, teacher, course, and grade level schedules will serve as evidence |

STATE PRIORITY #8— OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts and Literacy ² |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none">• All students participate in IIA’s small focused instruction groups, participate in computer adaptive software, and guided reading groups• Instructional strategies implemented include one-to one tutoring, reading intervention program, speaking skills to present information, |

² Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students’ English proficiency may lag behind their non-immersion peers.

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| | narrative and response to literature, and collaboration with colleagues to support student learning goals |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • At least 75% of all students will demonstrate one or more years of growth on the SBAC for English Language Arts • At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Rigby Reads or DIBELS ORF assessment • At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Basic Phonics Skills Test, Primary and Elementary Spelling Inventory, and High Frequency Words Assessment • At least 75% of all students will earn a rating of proficient or advanced in English Language Arts on end-of-year report cards, based on a composite of all reading and writing scores • At least 75% of all students will earn a rating of proficient or advanced on summative performance assessments in writing |
| GOAL AND OUTCOMES | <p>IIA will meet or exceed growth targets each year for each significant student subgroup following the first year of testing</p> <p>Reading growth of >1 grade level per year until grade level reached and maintained</p> <p>All students who have been enrolled at IIA for at least three full years will be reading at/above grade level</p> <p>School wide reclassification rate for EL will increase by 2% annually</p> |
| METHODS OF MEASUREMENT | IIA’s authentic creation of Personalized Learning Portfolios is used to monitor and track student progress throughout the year. Personalized Learning Portfolios include, but are not limited to, SBAC test results, internal benchmark assessments, pre- and post-unit testing, spelling inventories, student writing journals, response to literature journals and published writing and oral presentations. |
| SUBPRIORITY B – MATHEMATICS | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Mathematics |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • All students participate in basic math skill lessons every day • Instructional strategies implemented in Mathematics include focused and designed instruction, spiraling math curriculum, small group work, one-to-one tutorial support, and collaboration with colleagues to support student goals and learning |

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| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • At least 80% of all students will demonstrate one or more years of growth on the SBAC for Mathematics • At least 80% of all students will score proficient or advanced on trimester and end of unit Mathematics assessments • At least 80% of all students will earn a rating of proficient or advanced in Mathematics on end-of-year report cards, based on a composite of all Mathematics scores |
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| GOALS | <p>IIA will meet or exceed growth targets each year for each significant student subgroup following the first year of testing</p> <p>Math growth of >1 grade level per year until grade level reached and maintained</p> <p>All students who have been enrolled at IIA for at least three full years will be at/above grade level</p> |
| METHODS OF MEASUREMENT | <p>IIA's authentic creation of Personalized Learning Portfolios is used to monitor and track student progress throughout the year.</p> <p>Personalized Learning Portfolios include, but are not limited to, SBAC test results, internal benchmark assessments, pre- and post-unit testing, and math portfolio submissions demonstrating mathematical thinking.</p> |

| SUBPRIORITY C – SOCIAL SCIENCES | |
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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in history, civics and social science |
| ACTIONS TO ACHIEVE GOAL | Through direct instruction and an integrated approach, students will study a blend of American history, Chinese history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are non-fiction and historical fiction texts, mini-research projects and |

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| | presentations, computer-based information (articles, videos), field trip experiences, debates and hands-on projects. |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • At least 80% of all 6th grade students will score proficient or advanced on the SBAC for Social Science • At least 80% of all students will score proficient or advanced in Social Science on end of unit assessments • At least 80% of all students will earn a rating of proficient or advanced in Social Science on end-of-year report cards • At least 80% of all students will earn a rating of proficient or advanced on portfolio submissions related to Social Science |
| GOAL AND OUTCOMES | IIA will meet or exceed growth targets each year for each significant student subgroup following the first year of testing All students who have been enrolled at IIA for at least three full years will be at/above grade level |
| METHODS OF MEASUREMENT | <ul style="list-style-type: none"> • Formal assessments include pre- and post-unit testing and essay exams • Authentic assessments include presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency |

SUBPRIORITY D – SCIENCE

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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in life, earth and space, and physical science. |
| ACTIONS TO ACHIEVE GOAL | Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> • At least 80% of all 5th grade students will score proficient or advanced on the for SBSA Science • At least 80% of all students will score proficient or advanced in Science on end of unit assessments |

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| | <ul style="list-style-type: none"> • At least 80% of all students will earn a rating of proficient or advanced in Science on end-of-year report cards • At least 80% of all students will earn a rating of proficient or advanced on portfolio submissions related to Science • At least 80% of students will score proficient or advanced on the CAST. |
| GOAL AND OUTCOMES | <p>IIA will meet or exceed growth targets each year for each significant student subgroup following the first year of testing</p> <p>All students who have been enrolled at IIA for at least three full years will be at/above grade level</p> |
| METHODS OF MEASUREMENT | <p>Formal assessments include pre- and post-unit testing and reports</p> <p>Authentic assessments include experimentations, presentations, projects, rubrics, peer feedback and teacher feedback</p> |
| SUBPRIORITY E – VISUAL AND PERFORMING ARTS | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in various Visual and Performing Arts classes, which will be provided three days per week |
| ACTIONS TO ACHIEVE GOAL | Art, Drama/Dance and Music classes will be provided three days per week |
| MEASURABLE OUTCOME | All students will participate in the Visual and Performing Arts classes and submit applicable projects to be evaluated in their Personalized Learning Portfolio |
| GOAL AND OUTCOMES | 99% of students will pass the class requirements |
| METHODS OF MEASUREMENT | The class schedule of activities and student attendance list will serve as evidence of participation |

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| SUBPRIORITY F – PHYSICAL EDUCATION | |
| GOAL TO ACHIEVE SUBPRIORITY | <p>All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in Physical Education activities and will achieve fitness levels within the Healthy Fitness Zone (HFZ) of the PFT</p> <p>Grade 5 will take the Ed Code 60800 required Physical Fitness Test (“PFT”)</p> |
| ACTIONS TO ACHIEVE GOAL | <ul style="list-style-type: none"> • Physical Education (PE) content will be based on the Physical Education Model Content Standards for California Public Schools, 2005 • PE will occur daily during morning fitness and during weekly PE lessons • The combination of daily morning fitness and weekly physical education lessons results in 200 minutes each ten days |
| MEASURABLE OUTCOME | <p>At least 80% of all students in 5th grade will test within the HFZ. For each test area, the FITNESSGRAM uses the HFZ to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living.</p> <p>Grades 5 will take the Ed Code 60800 required PFT</p> |
| GOAL AND OUTCOMES | <p>99% of students will pass the class requirements</p> |
| METHODS OF MEASUREMENT | <p>The PFT for students in 5th grade in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five and seven will take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against</p> |

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| | diseases that come from inactivity. The test results can be used by students, teachers and parents. |
| SUBPRIORITY G – HEALTH | |
| GOAL TO ACHIEVE SUBPRIORITY | All IIA students will develop healthy eating, physical and emotional habits. |
| ACTIONS TO ACHIEVE GOAL | Health is primarily addressed through Science and Physical Education. Content is from the new Health Framework and 2008 Health Education Content Standards. Students will focus on the importance of nutrition and physical activity while also addressing physical growth and development, as well as mental, emotional and social health. |
| MEASURABLE OUTCOME | Measurable outcomes are identical to the measurable outcomes of Sub priority F - Physical Education and Sub priority K - Social Responsibility Domain |
| GOAL AND OUTCOMES | 99% of students will pass the class requirements |
| METHODS OF MEASUREMENT | Methods of measurement are identical to the methods of measurement for Sub priority F - Physical Education and Sub priority K - Social Responsibility Domain. |
| SUBPRIORITY K (1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate an understanding of their actions, how these actions affect their surroundings and the ability to work with others |
| ACTIONS TO ACHIEVE GOAL | All students participate in classroom dialogues and discussions, community activities and classroom decision-making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process. |

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| MEASURABLE OUTCOME | Annually, 100% of classrooms will have collaboratively devised rules and expectations, fewer than 1% of students will be suspended, and fewer than 1% of students will be subject to expulsion |
| GOAL AND OUTCOMES | 100% of students audited will know the class culture and expectations |
| METHODS OF MEASUREMENT | Classroom observation rubrics, book titles in classroom libraries, annual School Accountability Report Card and CALPADS Report 7.1 Discipline Incidents will be used as evidence |
| SUBPRIORITY K (2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate social responsibility by working to improve their school and community environments |
| ACTIONS TO ACHIEVE GOAL | Throughout the school year, all students engage in various community service activities. Some examples could include organizing a Second Harvest food drive, book/toy drive, senior home visits, Earth Day cleanup, etc. |
| MEASURABLE OUTCOME | At least 95% of students will participate in 2 or more various community service projects offered throughout the year |
| GOAL AND OUTCOMES | 100% of students participating in various community service projects can evaluate and explain how it affected their community |
| METHODS OF MEASUREMENT | The classroom schedule of activities and participation roster will serve as evidence of compliance |
| SUBPRIORITY K (3) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs, will be thoughtful, engaged citizens and demonstrate 21 st Century life skills (problem solving, critical thinking, collaboration, adaptability and resourcefulness) and social-emotional competencies |

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| ACTIONS TO ACHIEVE GOAL | Through classroom- and school-wide projects, in addition to the integration of the Positive Peer Pressure program, all students will have the opportunity to develop and practice these essential skills |
| MEASURABLE OUTCOME | <ul style="list-style-type: none"> At least 80% of students will score proficient or advanced on teacher-created rubrics in the planning and execution of each project, demonstrating high levels of problem-solving and critical thinking skills, collaboration, adaptability and resourcefulness |
| GOAL AND OUTCOMES | 100% of students will demonstrate the skills of active listening and working with and supporting a partner |
| METHODS OF MEASUREMENT | Project rubric, presentation rubric, classroom grade books and report cards will demonstrate project participation. Student journals, portfolio submissions, and teacher observations |
| SUBPRIORITY K (4) – OTHER SUBJECTS – CROSS-CULTURAL COMPETENCY | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students and students with exceptional needs, will develop cross-cultural competency by developing an awareness of other cultures and an international perspective |
| ACTIONS TO ACHIEVE GOAL | A language immersion program, by nature, will explore cross-cultural topics and help students develop an awareness of other cultures and an international perspective because culture is integral to language learning |
| MEASURABLE OUTCOME | The measurable outcomes will be aligned with the Mandarin Language Arts sub priority because of the interdependency between language and culture. |
| | Developing proficiency in the language will also result in developing cross-cultural competency |
| GOAL AND OUTCOMES | 100% of students will speak and write in two languages, Mandarin and English at all grade levels |
| METHODS OF MEASUREMENT | Parent and teacher surveys, teacher observation and Mandarin proficiency assessments will provide evidence of achievement |