

Irvine Chinese Immersion Academy
Charter Petition for the term July 1, 2023 – June 30, 2028

Petition
Submitted to the Irvine Unified School District

Yulan Chung, Lead Petitioner

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AFFIRMATIONS & ASSURANCES

As the authorized lead petitioner, I, Yulan Chung, hereby certify that the information submitted in this petition for a California public Charter School, to be named Irvine Chinese Immersion Academy ("ICIA," the "Charter School" or the "School"), to be located within the boundaries of the Irvine Unified School District ("IUSD," the "District"), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public Charter School; and further, I understand that, if awarded a charter, ICIA will follow any and all federal, state, and local laws and regulations that apply to ICIA, including, but not limited to:

1. ICIA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
2. ICIA shall be deemed the exclusive public school employer of the employees of ICIA for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. ICIA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
4. ICIA shall not charge tuition or require any other unauthorized pupil fees. [Ref. Education Code Section 47605(e)(1)]
5. ICIA shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. ICIA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
7. ICIA shall adhere to all provisions of federal law related to students with

disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

8. ICIA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. ICIA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory courses. [Ref. California Education Code Section 47605(l)]

10. ICIA shall, at all times, maintain all necessary and appropriate insurance coverage.

11. ICIA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. If a pupil is expelled or leaves ICIA without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(e)(3)]

13. ICIA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

14. ICIA shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)(2)]

15. ICIA shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

16. ICIA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

17. ICIA shall comply with all applicable portions of the Elementary and Secondary Education Act.

18. ICIA shall comply with the Public Records Act.

19. ICIA shall comply with the Family Educational Rights and Privacy Act.
20. ICIA shall comply with the Ralph M. Brown Act.
21. ICIA shall comply with the Political Reform Act of 1974 (Govt. Code section 81000 et seq.).
22. ICIA shall comply with Govt. Code section 1090 as set forth in Education Code section 47604.1.
23. ICIA shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]
24. While parental participation is encouraged, it is not required (Ed. Code section 47605(n)).

Yulan Chung, Principal

Date

EXECUTIVE SUMMARY

Mission

Our mission at ICIA is to create an educational institution available to all children of all races and social backgrounds that is devoted to learning and instruction at a high scholastic level, facilitating development of character and good citizenship. Our goal is to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement. We believe in the importance of preparing children to be global citizens and to contribute to a better world.

Vision

ICIA is deeply committed to promoting and participating in cultural exchanges and civic activities representing the Orange County Chinese-American community. We seek to establish an educational institution available to all races and social backgrounds to promote an understanding and appreciation of the Chinese language, both written and verbal, history literature arts, customs and culture and to educate our students in those areas.

ICIA will support the specific goals of the District in the following ways:

1. **Clear Focus on Learning:** Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

ICIA's educational program will be rigorous and will encompass all required state standards. Each student will have an individual learning plan, created by the teacher and shared with the parents, to ensure that he or she is meeting or exceeding the minimum standards in language arts, mathematics, science, social science, and the arts. We are committed to exceeding the California State Standards, including the Common Core State Standards and the Next Generation Science Standards.

2. **Comprehensive Accountability:** Assess student learning to inform practice and monitor implementation of best practices.

Students will be assessed through a learning management system that teachers and administrators will create and administer. The results which will drive instruction and determine any needs for support or intervention. Teachers will review their students' scores, meet with administration to review the results, and together will determine what the next steps of action may be.

3. **Climate:** Ensure safety of students and staff and build trusting relationships that are driven by the core values of respect, responsibility, and results.

ICIA will be a school founded with a cultural spirit that addresses the social and

emotional needs of the whole child. The school will celebrate diversity and our humanity. We will further this focus by incorporating activities and lessons that will help students understand the world around them.

- 4. Capital:** Effectively and efficiently align fiscal, physical, and personnel resources to support and ensure student learning.

ICIA employs a full-time back office provider, who facilitates along with our legal counsel the development of sound fiscal policies as well as helping to monitor all fiscal obligations and creating sound operational budgets.

- 5. Communication:** Continue to maintain our relationship with the District and buttress their vision and mission with our community, by creating unified messaging, including avenues for two-way communication.

ICIA believes that clear and transparent communication is critical, and therefore provides all of its schools with multiple tools to meet the needs and desires of all stakeholders. ICIA will have and use a regularly updated website, a learning management system, Class Dojo, home visits, newsletters, parent and community events, student-led conferences, text messaging, and phone calls. All teachers and administrators will have an open-door policy and are required to return calls or emails within 24 hours.

- 6. Community and Parent Involvement:** Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups, and community leaders.

Family involvement is a crucial element of the ICIA experience. ICIA collaborates with students and families by providing guidance and fostering development of home-to-school relationships, facilitating regular involvement with their child's learning plan, and strengthening parenting support and skills. Parents are encouraged to be active school advocates, volunteers, and leaders. Parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.).

- 7. Commitment and Capacity:** Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

Teacher professional development will be a high priority at ICIA. Teacher teams will dedicate time to develop curriculum, look at student work, and refine their teaching practice together. Importantly, ICIA looks forward to working with Irvine Unified and sharing expertise in exciting and innovative programs.

ICIA is committed to using the unique autonomies provided to charters to innovate, learn from both our successes and failures and work collaboratively with IUSD for the benefit of all Irvine students and families.

Founding Team

The Founding Team of Irvine Chinese Immersion Academy (ICIA) is a group of highly qualified educators, community leaders, and parents with the depth and breadth of experience necessary to establish a successful school. United by the belief that all students should have access to an outstanding education, the members of the Founding Team are inspired by the ICIA vision. Each member is committed to equality and inclusion, and is a champion for the success of today's youth.

Below is a short biography of the members of the Founding Team, in alphabetical order by last name:

- Yulan Chung
- Wendi Chen
- Vincent Diao
- James Guo
- Dr. PaoLing Guo
- Stephen Hsu
- Amy Kiang
- Dr. Shin Lin
- Michael Limb
- Kenneth Pao
- Rose Tsai
- Beatrice Tseng
- Alice Wang



Yulan Chung

Yulan Chung is the Executive Director of South Coast Chinese Cultural Center and Principal of Irvine Chinese School. She has been involved in Chinese language and cultural education in the US since 1999. She served as bilingual teacher, administrator, director and chief officer in various educational institutes and schools over the years. Yulan has received many recognitions and awards including City of Irvine Wall of Recognition in 2022, the fifth Overseas Teachers Award of Lifetime Achievement award from Overseas Compatriots Culture and Education Foundation in 2022. Yulan received her MA in Cultural Anthropology from Tsinghua University and completed doctoral courses in Bilingual Education and Multicultural Education at Lesley University.



Wendi Chen

Wendi Chen was born and raised in Hong Kong. She obtained a Bachelor of Science Degree in Electrical Engineering at the California State University, Fullerton. She has extensive experiences in business administrations as well as investments in various real estate projects. She has volunteered with several nonprofit organizations over the years. She served as Vice President of Global Federation of Chinese Business Women Southern California Chapter (2013); Vice Chairwoman of Orange County Chinese American Chamber of Commerce Foundation (2014 - 2015); Founding President of South Coast Tai Chi Club (September 2019 - Present); Board of Director of South Coast Chinese Cultural Association since 2018.



Vincent Diau

Vincent Diau is currently the Vice President of Golden West Property Management, where he oversees the management of a portfolio of commercial and multifamily properties. He was the President of the Asian American Association (database marketing and telemarketing) from 1996 to 2000 and the City Editor at Chinese Daily News from 1990 to 1995. Vincent has also served as the Board Director for the Health and Life Foundation, a non-profit organization that promotes health and wellness in the Chinese community. Vincent Diau joined SCCCA Board of Director in 2022.



James Guo

James Guo is a Journalist with over 40 years' professional experiences. Before his retirement, he was the President of World Journal LA for more than 14 years from 2005 to 2019. World Journal is the most well-known and largest Chinese American newspaper for almost 50 years in the US. James had worked as an Editor-in-Chief in 3 large cities including World Journal in LA, World Journal in NY and Min Sheng Daily in Taipei. His educational background includes a BA degree in Journalism from Chinese Culture University in Taiwan, a Master degree in Journalism and Communication from National Chen Chi University in Taiwan. James also served as SCCCA Board of Director in 2013-2018 and joined the Board in 2019 again. Now he has served as the President of SCCCA since 2021.



Dr. Pao Ling Guo

Occupation: 20-Year Public School Administrator, ABC Unified School District

As a 20-year school administrator and a 40-year public school educator, Dr. PaoLing Guo is committed to ensuring education community in Irvin remains one of the premier Districts in the state. She is working hard to support more stable funding for the public education. She has much enthusiasm and energy to contribute to educating students and training future community leaders. Her educational background includes a BA

degree in Political Science from National Normal University in Taiwan, a master's degree in Educational Communication and Technology from New York University, and a doctoral degree in Educational Leadership from USC.

Her professional background of more than 40 years of experiences in education, including as an elementary and high school teacher in Taiwan, New York, and California; assistant principal and principal in ABCUSD. Her leadership capacity included 2016-17 president for the Artesia Chamber of Commerce and 2017-19 State President for the California Adult Education Administrators' Association. She was honored as the Woman of the Year by the State Assembly District 58 in 2015 and Senate District 28 in 2010. She was elected as the Administrator of the Year by the LA Office of the Vocational Education in 2019. This combination of experience, dedication and leadership skills will allow her to help build programs vital to the school's success and to ensuring Irvine Chinese Immersion Academy becomes a great asset to our diverse community.



Stephen Hsu

Stephen Hsu is a successful entrepreneur committed to the welfare of the overseas Chinese community in Los Angeles. As the owner of Hotel Indigo and Wyndham Hotel in Anaheim, Mr. Hsu uses customer-oriented management approach to lead his team. He currently is Senior Advisor of the Overseas Community Affairs Council. Mr. Hsu also serves as the honorary chairman and advisor in LA various groups such as Taiwanese American Chamber of Commerce, Hotel & Motel Association of North America, and Associations of the Overseas Chinese organizations. For many years, Mr. Hsu has worked tirelessly to support the local Chinese community.



Amy Kiang

Amy is a Vice President, Wealth Management Advisor of Merrill Lynch Wealth Management, Bank of America Corporation. She has been working at Merrill Lynch for more than thirty-five years with experiences in the financial consulting and money management industry. She received her BA degree from National Taiwan University in Taipei, Taiwan ROC, obtained a MS degree from Marywood College in Scranton, PA, and a MBA degree in finance from California State University Long Beach, California. She received all of her

degrees with top honors. In addition to Amy's career accomplishments, she is a leader in numerous professional societies and community arts and cultural organizations. She is the recipient of many distinguished professional awards, including the Community Achievement Award from Merrill Lynch.



Dr. Shin Lin

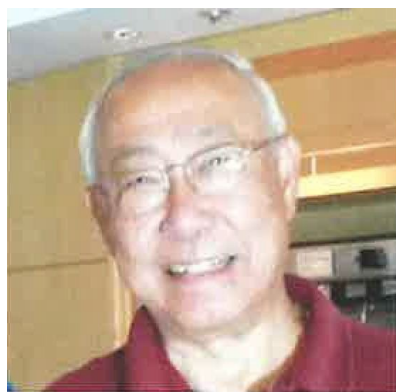
Dr. Shin Lin received Ph.D. in Biological Chemistry from UCLA and was Professor and Chairman of Biophysics at Johns Hopkins for many years. He came to UC Irvine in 1997 and served as the Dean of the School of Biological Sciences and subsequently Associate Vice Chancellor for Biomedical Initiatives. He is currently a Professor in Cell Biology, Biomedical Engineering, and Integrative Medicine at UC Irvine. For over a decade, his Research Laboratory for Mind-Body Signaling and Energy Research at UC Irvine has been focused on the use of hi-tech approaches to study physiological effects of Tai Chi/Qigong on

mind-body functions, and the relationship of such effects with those produced by Traditional Chinese Medicine therapies. He was an appointee by the U.S. Secretary of Health and Human Services to the National Advisory Council on Complementary Medicine and Integrative Health, and the Co-Creator of World Tai Chi and Qigong Day, and a member of the editorial boards of the journal Chinese Medicine and the Journal of Alternative and Complementary Medicine. Dr. Lin has involved in local Chinese community for many years to share his expertise and passion in traditional Chinese culture.



Michael Limb

Michael is a Senior Vice President at Newport Partners, a vertically-integrated owner, developer, and operator of affordable housing. He is actively involved in the investment and development process, as well as overall strategy and management across Newport's platform and affiliated companies. Prior to joining Newport, Michael worked in investments at CIM Group in Los Angeles, and began his career in the investments group at The JBG Companies in Washington, D.C. A native of Southern California, Michael received his BA in Economics from Dartmouth College, and an MBA from The Wharton School of the University of Pennsylvania.



Kenneth Pao

Kenneth was a former US Navy officer with over 40 years and was an information technology services senior project manager for many years. Kenneth got BS and MA in Mathematics, University of Washington (Seattle). MS in Computer Science (San Diego), Project Management (General Dynamics / UCI). He has extensive experiences in local Chinese community. He was the President of SCCCA in 1992-1993; Irvine Evergreen Chinese Seniors Association board of directors and was the President of Orange County Chinese Artists Association in 2015.



Rose Tsai

Attorney Rose W. Tsai is the principal attorney of Law Offices of Rose W. Tsai & Associates. She has served the community for more than twenty years. Attorney Tsai is exceptionally experienced in law. She has successfully represented business and individual clients from different areas around the world. She has also served as the legal counsel to many international business enterprises and non-profit organizations. In addition, she served in varied community nonprofits as well as professional organizations, such as Legal Advisor of Culture Center of T.E.C.O. in Santa Ana; Trustee of World Affairs Council Orange County; Legal Chair of Orange County Chinese American Chamber of Commerce Foundation; Legal Chair of Orange County Chinese American Chamber of

Commerce; Former Vice Chair of Corporate Development Committee for World Affairs Council Orange County; Former Vice Chair of Public Relation Committee for World Affairs Council Orange County; Former President (Year 2002) of Taiwanese American Lawyer Association; Former Legal Advisor to hotel associations; Recipient of Overseas Outstanding Young Person

Award Recipient of Excellent Legal Professional Award and Business Leadership Awards. Rose served as SCCCA Board of Director in 2022.



Beatrice Tseng

Beatrice Tseng was born in Taiwan but grew up in Brazil, Colombia and Panama. She moved to California to obtain her BA and MA in Spanish and Portuguese Literature at UCLA. She has been teaching Spanish at Irvine Valley College since 1991, currently serving as Chair of the Languages Department. In the past, she was active in Academic Affairs, Online Education and Honors Program Advisory Committees among others. Prof. Tseng is the co-author of the “Instructors’ Resource Kit” that accompanies the college level Spanish textbook “Dos mundos” and have presented numerous workshops on Natural Approach in language teaching, the usage of technology in the foreign

language classroom, and teaching Spanish online.

In the Irvine community, Beatrice was actively involved with the Parent Teacher Association (PTA) from 2003-2019, chairing various committees and holding Executive Board positions including President, Vice-President, and Secretary at Northwood High School. She was also a member of the Irvine Public Schools Foundation (IPSF) Board of Trustees from 2011-2017 and served on the following Irvine Unified School District (IUSD) committees: IUSD Educational Advisory Committee (2014-2019 representing Lauren Brooks), IUSD School Boundary Committee (2013-2014 and 2017-2018), and District English Learner Advisory Committee (2007-2010). Beatrice served as a member of the SCCCA Board of Directors twice, 2012-2013 and 2014-2015. She helped create and organize the PACE program (Program to Advance Culture and Education), a three-day summer seminar on Chinese History and Culture for Irvine teachers and staff, from 2013 to 2019.



Alice Wang

Alice Wang began her teaching career following her graduation from college in Taiwan. After 2 years teaching there, she made the decision to pursue further studies in education in the United States. She obtained graduate degrees from both Cal State Long Beach and UCLA. From 1992 to 1994 she taught in the Long Beach School District and followed by the Downey School District from 1994 to 1999. From 2000 onwards until her retirement in 2019, Alice taught special education in the Westminster School District where she received many commendations as a valuable asset to the District’s special education program.

In addition to the founding team members, a diverse group of collaborators, petition reviewers, and advisors have played a critical role in the design of the educational program.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

ICIA believes that all cultures matter. Our unique perspective teaches students to honor their culture as well as other cultures and perspectives, to fully embrace their own cultural heritage and to build the technical skills to compete in the 21st Century.

General Information

The contact person for the Charter School is:	Yulan Chung
The contact address for the Charter School is:	9 Truman Street Irvine, CA 92620
The contact phone for Charter School is:	949-559-6868
The address or target community of Charter School is:	Students residing in the Irvine Unified School District
The grade configuration of Charter School is:	TK-5
The number of students in the first year will be:	250
The grade levels of the students in the first year will be:	TK-3
Charter School's scheduled First Day of Instruction in 2023-2024 is:	August 24, 2023
The enrollment capacity when fully enrolled is:	408
The type of instructional calendar will be:	Traditional
The term of this charter shall be from:	July 1, 2023 – June 30, 2028

Educational Philosophy

Schools in California are experiencing a tremendous shift in focus toward global education and preparing students for career and college supported by the Common Core Standards. The standards support one of the major hallmarks of a dual language program – that language and literacy are developed in all content areas including math, science, and history/social studies. While this idea of integrating learning in language arts with other content areas is foreign to many educators in California, it has been practiced at by the group of educators and community members supporting this petition for many years.

The California English Learner Roadmap encourages dual immersion as a strategy to meet the needs of English Learners by helping them develop literacy in their first language – something dual language researchers and educators have known for years is the key to English literacy for all students and to eliminating the statistic of long-term English Learners. The State Superintendent of Public Instruction and the State Board of Education recognize biliteracy as a precious resource in our state, one that should be encouraged and nurtured.

In November 2016, California voters approved Proposition 58, also known as the CA Ed.G.E. Initiative. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

The mission of Global California 2030 is to equip students with the world language skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and throughout the world. The major goal of this initiative is to quadruple the number of dual immersion programs in California by 2030.

In effect since 2012, the “State Seal of Biliteracy” is awarded to high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. As former State Superintendent Torlakson has emphasized, “Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world. In the pursuit of a biliterate and multiliterate citizenry, California can build on the linguistic assets that our English Learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. The goal is a necessary component of a world-class education and will contribute to California’s continued leadership in the nation and the world.” (Source: State Board Adopted ELA/ELD Framework, Introduction, page 2).

At ICIA, we believe that students master core subjects by applying knowledge in a real-world context. In addition to rigorous academics, our schools' focus on increased proficiency in crucial 21st-century skills-- such as critical thinking, problem solving, and collaboration-- ensures that students are active participants in their own education. We work tirelessly to ensure that our students will be prepared for full participation in a 21st-century global community.

Families are fundamental to the learning process at ICIA. Parents are highly valued and necessary to the continued success of our students. Our families will be invited and encouraged to become active members of the ICIA community by volunteering in one of the many opportunities that will abound at our schools. ICIA maintains an open-door policy to ensure good communication between school and homes. Indeed, we know that many of our students will spend more time with us than at their actual homes. At ICIA, we will consider the school to be a child's home away from home and seek to create the conditions of a personal, supportive, loving, and transformative environment.

The Story Behind ICIA and the Community It Will Serve

Irvine Chinese School (ICS) was founded in 1976 by Ms. Mitzi Fu and a group of enthusiastic Chinese American parents. Two years later, South Coast Chinese Cultural Association (SCCCA), a non-profit 501c (3) educational charity organization, was officially established in November 1978, the biggest unity under SCCCA, which its extraordinary efforts in Chinese education, arts and sports are written on the shield, as the mission of the ICS is to promote Chinese language learning, to enhance the understanding of value of Chinese culture and advocate cultural diversity in America. ICS has also registered under the Department of Education, California as a Heritage School.

Over the years, ICS borrowed facilities at various locations in the city of Irvine. ICS rented facilities from various campuses within Irvine Unified School District for many years. In 2001, a group of dedicated parents and society supporters conceived the idea of having a permanent facility. With a clear goal, insight, and sheer determination, volunteers mounted an extraordinary effort and raised enough money to purchase a piece of land, to build a new campus and then to make the dream become a reality. The campus is located at 9 Truman Irvine. After two years of construction, on April 24, 2005, SCCCA held the grand opening ceremony of the facility which served as Irvine Chinese School campus during the weekend while serving as South Coast Chinese Cultural Center (SCCCC or the Center) during the weekdays. On September 11, 2005, ICS officially launched its first fall semester at 9 Truman Irvine.

ICS relies mainly on parents volunteering since day one. In order to manage such a huge group of parent volunteers, the Parent Volunteer "Service Points" system was created and implemented in 1989. This management system has made a tremendous contribution to the stable development of ICS. In 2003, ICS adopted multimedia to assist teaching and learning. Chinese learning software facilitating students' learning was introduced to our students in 2006, and digital learning materials developed by teachers were initiated at the

same time. In 2008, SCCCA employed a full-time and dedicated Principal/Executive Director to operate and manage the school professionally in order to provide better services to our members, students, parents, and the community. The administrative structure of ICS consists of the principal, Academic Affairs, Students Affairs, Accounting dept., General Affairs, IT and library. Irvine Chinese School Irvine Chinese School was pleased to announce it had been granted accreditation by the Western Association of Schools and Colleges (WASC) Supplementary Education Center/Program in 2015 and was renewed in 2015 through June 2027.

Irvine Chinese School worked closely with all neighboring school districts in Orange County, California. Over the years, many local districts found our Chinese language programs are very useful as many of them had limited resources in Chinese language and culture. In the past, ICS offered AP Chinese related classes to surrounding public and/or private high schools to help their students achieve their learning goals in world language. Students who met the requirements and completed the courses may transfer credit back to her/his high schools.

ICS has always made its facility available to anyone who would like to learn Chinese language and culture in the communities. ICS welcomes all ethnicities to enjoy our Chinese culture themed community classes through the City community service program. We also offer a venue for people to learn about traditional Chinese past- times to help enrich city residents' lives. Each year, ICS hosts several major cultural outreach events for the communities, such as Chinese New Year Celebration and Chinese Cultural Festival. At the Chinese New Year Celebration, attendees may enjoy various Chinese performances by our students which gives them public speech and performance opportunities and broadens the Chinese culture awareness of the community. At this year's annual cultural festival, we featured Chinese instruments, chess, calligraphy, and painting and provided materials to encourage community members to try these activities. ICS has constantly participated in larger community cultural events to contribute to the cultural diversity effort that the City of Irvine consistently promotes. For example, since 2000, we have participated in Irvine Global Village Festival, one of the biggest, most-attended multicultural community events in Irvine, California. ICS has been offering Chinese language classes to the community for almost 46 years. Besides classes and cultural events, ICS also has ongoing exhibitions displayed at our facility highlighting various aspects of Chinese culture and history. These are free and open to all members of the community. For example, we partnered with the American Institute in Taiwan (AIT) and Overseas Community Affairs Council, R.O.C. (OCAC) to host an exhibition on the history and contributions of Chinese immigrants in America.

ICS strives to promote cultural awareness and sensitivity through various educational programs. For example, since 2013 we have partnered with the Irvine Public Schools Foundation (IPSF) and Cal State University at Fullerton to offer the Program to Advance Cultural Education (PACE) on Chinese culture and history. The week-long course covered cultural elements (Tibetan folk dance, tai chi, brush painting, instruction on traditional Chinese instruments), history (dynasties, inventions, Chinese Revolution), geography (crops by region, map hunt), economics and philosophy. Educators who participated in the

course told us that this new knowledge will help bridging daily classroom cultural divides as simple as being able to correctly pronounce the names of Chinese students. Also, more understanding about common Chinese family dynamics and the academic pressures placed on children. The objective of this program is to engage the educators of Irvine with Chinese culture and foster cultural sensitivity in the classroom. Up to now, we had 124 educators who completed PACE.

The same educators and leaders who have helped ICS succeed will also support this new mission to provide a high-quality Chinese immersion program and high quality elementary school program to the students of Irvine Unified School District and neighboring communities.

Language Immersion Program and Philosophy

Through early and sustained immersion in Mandarin, the Charter School's students will achieve high academic attainment, become highly proficient in two languages and develop sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the school curriculum is taught through the medium of a foreign language,¹ stimulating the development of critical thinking skills, problem solving skills and cognitive development overall. Research also indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering their native language.²

The Charter School's two-way immersion model, configuration, use of time, teaching strategies, curriculum materials, technology, assessments, and support systems are aligned towards these same goals.³

Two-Way Immersion Model (TWI)

The Charter School's program is rooted in a two-way dual language immersion model, which is a specific type of dual language education. The two-way Immersion approach creates an additive bilingual experience in which students are able to maintain their first language while acquiring a second language. In a dual immersion model, two languages are used for instruction (i.e., in this case, English and Mandarin), with at least 50% of instruction in the second language. In a two-way dual immersion model, in addition to the

¹ Center for Applied Linguistics http://www.cal.org/twi/bib/bib_all.pdf

² Asia Society. Chinese Language Learning in the Early Grades: A Handbook of Resources and Best Practices for Mandarin Immersion. 2012. <http://asiasociety.org/files/chinese-earlylanguage.pdf>; Weise, E.. (2014). A Parent's Guide to Mandarin Immersion. San Francisco, CA: Chenery Street Press; Lindholm-Leary, K. (2011). Student outcomes in Chinese two-way immersion programs: Language proficiency, academic achievement, and student attitudes. In D. J. Tedick, D. Christian & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 81-103). Bristol, UK .Multilingual Matters; "The Bilingual Advantage," *New York Times*, May 30, 2011; Christian, D., "Dual language education" in *Handbook of Research in Second Language Teaching and Learning, Volume II*, ed. E. Hinkel (New York: Routledge, 2011); Xu et. al (2015). Learner Performance in Mandarin Immersion and High School World Language Programs: A Comparison. *Foreign Language Annals*, Vol. 48, Iss. 1, pp. 26–38.

³ While all of the elements described above are expected to be in place consistently throughout the Charter School, some elements may be less fully implemented at certain times as the focus of the School shifts depending on the needs of students and capacity of School staff.

mix of languages used in instruction, the program also enrolls students representing a mix of primary language (i.e., in this case, roughly 50% with some proficiency in Mandarin and 50% in English or another language). Students are integrated throughout the school day regardless of primary language. As a result, all students can simultaneously serve as first language models as well as second language learners, thus mutually enhancing their learning environment. Students learn both academic content and literacy in English and the second language. Lessons are not repeated in one language after the other, but skills and knowledge taught in one language are reinforced in the other language through thematic teaching and attention to cross-linguistic development. Two-way dual immersion programs strive to promote bilingualism and bi-literacy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.⁴

The proportion of instruction in Mandarin and English shifts gradually over the course of a student's progression through the Charter School. Kindergarten, first and second grade students spend 90% of their time exclusively immersed in Mandarin Chinese, 10% of the content is delivered in English. All subjects other than English, including math, science, social studies, and special subjects such as art and music, are taught in Mandarin. The immersion early language acquisition strategy is critical because Mandarin Chinese is a tonal language with a logographic writing system⁵, not based on the Latin alphabet, so it is important to start learning it at a young age when children are developmentally attuned to distinguishing tonal and visual variations. A 90/10 immersion model provides more contact hours for English-speaking students to achieve proficiency.⁶ Full immersion is critical because it takes a native English speaker at least twice as long to develop proficiency in Mandarin as compared to learning a cognate language such as Spanish or French. Starting in 3rd grade, the percentage of instructional time in Mandarin and English shifts to 70/30, and in 5th grade the mix is 50/50. Subjects taught in Mandarin are taught by teachers with native or near-native proficiency in Mandarin. Subjects taught in English are taught by teachers with native English proficiency. In grades 3 and above, some subjects are taught in both languages through coordination between teachers who are teaching different aspects of the same topic, in each language.⁷

Small School Size

The Charter School is a site-based program that is small enough to be a community in which each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.

⁴ Steele, J. (2013). "The Effect of Dual-Language Immersion on Student Achievement in Math, Science, and English Language Arts." RAND Corporation, Society for Research on Educational Effectiveness, Fall 2013 Conference Abstract. <http://www.sree.org/conferences/2013f/program/downloads/abstracts/984.pdf>

⁵ In tonal languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, a single grapheme (an atomic unit in the written language) can represent a word, a morpheme (a meaningful unit of language). Multiple graphemes together in different combinations also represent words.

⁶ This model was chosen to maximize language application early fully, utilizing the Mandarin speakers to support Chinese acquisition in non-Mandarin speakers, and vice versa.

⁷ Percentage of time spent in each language at any particular grade or subject area may shift over time, depending on the latest findings in language immersion research and the school's experience and program needs.

Class sizes

The Charter School's goal is a 30:1 student: teacher ratio in kindergarten through eighth grades. Teaching assistants, language specialists, and technology tools are also used to provide differentiated and personalized instruction.

Use of Time

The Charter School is structured to support high student achievement by creating many personalized learning opportunities with more time in the school day and school year for learning.

Teaching Strategies

Immersion practitioners believe that the high achievement of students in immersion programs is due in part to the teaching strategies used by immersion educators, proven through research and best practices:

- Explicit Instruction: The teacher presents the lesson and students demonstrate their new skills or knowledge individually or chorally.⁸ Because at least half of the Charter School's students are learning in a language that is not their native language, direct instruction is an important strategy for ensuring that new vocabulary and curriculum content is learned.
- Guided and Independent Practice: Students are given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities are concentrated immediately after explicit instruction and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material. Independent practice may also be differentiated to support students in the areas where they most need additional practice.
- Small group instruction: Teachers work with small groups, pre-teaching or re-teaching specific standards. Groups shift continually, depending on students' level; this creates opportunities to directly address the individual skill levels of mastery for our diverse student population.
- Inquiry & Problem-Solving: Students are presented with a problem or question, around which they formulate and test theories to work towards a solution. Hands-on activities encourage student-to-student interaction in both languages and provide an opportunity to apply their language skills.
- Technology: Technology supports student learning of academic standards and enables them to demonstrate what they have learned in both languages. Learning

⁸ Adams, G.L., & Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems. Genesee, F. (2004). What do we know about bilingual education for majority language students. In T.K. Bhatia & W. Ritchie (Eds.), Handbook of Bilingualism and Multiculturalism(pp. 547-576). Malden, MA: Blackwell

software and applications are used to provide adaptive instruction, practice and assessment in a way that is differentiated for each child. Computers and tablets are also used as a tool for research, communication, and production. Learning software and applications will be used to provide adaptive instruction, practice and assessment in a way that is differentiated for each child.

- Specialized Language acquisition strategies: Teachers use a variety of techniques to assist with language acquisition. For example, they may use body language and facial gestures. They build on background knowledge, using it along with context to convey meaning. They may initially use language with more simplified syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in their language development, teachers expand the ways in which they make themselves understood, using paraphrase, exemplification, and literacy as tools for building language. Most importantly, students gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom, a key concept in Steven Krashen's language acquisition theory that "Acquisition requires meaningful interaction in the target language - natural communication..."¹⁷ In addition, both Mandarin and English teachers use a variety strategies from Specially Designed Academic Instruction in English ("SDAIE"):
 - realia (concrete objects and materials)
 - manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
 - visuals (study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
 - graphic organizers (matrices, Venn diagrams and webs)
 - concrete experiences, including planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

Traditional and Simplified Scripts

All languages evolve over time. New words are invented to describe new concepts (e.g., the internet), colloquialisms and figurative language are used in new ways (e.g., cool can mean "not quite cold" or it might mean "trendy and stylish.") In some cases, the differences can be stark to the point of confusing a fluent reader or speaker (as any novice reader of Shakespeare or parent to a teenager can attest). In general, adults fluent in the language learn and adapt to these changes.

Chinese is no exception. One important way in which the Chinese language has changed in modern times was the introduction of "simplified" characters, beginning in the 1950s.⁹ Simplified characters were created by decreasing the number of strokes in a traditional

⁹ The Chinese language includes roughly 45,000 characters. Approximately 2,350 of the more commonly used characters have been simplified, and of those, approximately 500 are remarkably different.

character, in a deliberate attempt by the Chinese government to increase literacy rates across the country.

Ever since that introduction, the Chinese language education community has engaged in a vigorous debate about whether and when to teach children traditional (or “complex”) characters and simplified characters. This debate has often been driven by nationalism, since complex characters are primarily used in Taiwan and Hong Kong, and simplified characters are primarily used in the People’s Republic of China, Malaysia, and Singapore. Research asserting the benefits of teaching one script over the other is contradictory and inconclusive. Debates between experts and laypeople alike are typically peppered with personal experiences and anecdotes, illustrating the wide range of pathways for learning both. Mandarin language programs and schools across the world have tried a variety of approaches successfully, and individuals who have mastered one script are able to learn the other. Two of the established national U.S. organizations promoting Chinese learning in schools, the Asia Society and the Mandarin Institute, do not take a position regarding what script is more educationally advantageous to learn. The Mandarin Institute does recommend that students develop proficiency in one script before learning the other.¹⁰

ICIA will use a single script for instruction in all grades; that single script will be traditional. Core textbooks, supplemental texts, classroom instruction in all subjects, in-class work, homework assignments, and assessments will use traditional. Summative assessments that measure progress towards the school’s long-term goals will be in traditional script. ICS has found in its educational programs that once students are familiar with traditional script it’s easy for them to learn simplified Chinese.

In this traditional script model, core textbook materials and classroom instruction in all subjects and at all grade levels will use the traditional script. Where characters have been simplified, only the traditional version will also be taught. Students will produce in-class and homework assignments using the traditional script, and formative writing assessments will evaluate students’ ability to read and write in traditional. Measurement of whether students attain the school’s long-term goals will be based on summative assessments in traditional script.

ICIA will provide students with some exposure to simplified script in the higher grade levels, because simplified script can support students’ understanding of Chinese culture, history and literature, and because some members of our school community have a deep cultural connection to simplified script. For example, a teacher may show the etymology of a core character from pictograph to traditional to simplified. Because they will have developed a strong Chinese language foundation in traditional script, the School’s alumni will be able to readily learn the simplified script.

¹⁰ More information on the recommendations of these two organizations that promote Chinese language and cultural education in schools can be found at asiasociety.org and mandarininstitute.org

School Goals for Mandarin Language Fluency

ICIA aims for all students, regardless of their incoming proficiency level, to achieve a high level of fluency in Mandarin Chinese, including listening, speaking, reading, and writing.

By 5th grade our goal is for students to be at the Advanced level on the ACTFL Scale¹¹ and to be proficient or advanced on the Common Core State Standards (CCSS) across core subject content areas. This means that, in Mandarin, students can express themselves fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics, can converse about events, confidently handle situations with unexpected complications, and can share their points of view in discussions. They understand main ideas and supporting details on concrete topics from a variety of more complex texts that have a clear, organized structure. They can also communicate information and express themselves with detail and organization on both familiar and new concrete topics. We believe this level of language fluency and core subject proficiency will enable students, with to be on track for advanced Mandarin study in high school, and to eventually graduate from high school able to choose a college or career in a country in which Chinese is the dominant language, or in the U.S.

Learning Environment

School Culture

The Charter School's culture reflects the school's mission, and both eastern and western values. The physical school space includes bilingual English/Mandarin Chinese signs in common areas and is decorated with objects reflecting Chinese culture. Classrooms are richly decorated with materials reflecting the language(s) of instruction used in that classroom.

The Charter School uses Responsive Classroom's CARES framework for social skills:

合作	Cooperation
自信	Assertion
负责	Responsibility
友爱	Empathy
自制	Self-control

In addition, the Charter School emphasizes the following core values:

德	Ethical: having a strong moral character
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¹¹ The American Council on the Teaching of Foreign Languages (ACTFL) has created Performance Descriptors to illustrate varying language performance levels that are the result of explicit instruction in an instructional setting. Advanced on the ACTFL Scale is the 3rd of 4 levels (Novice, Intermediate, Advanced, Superior). The Advanced level is further subdivided into 3 levels: Advanced Low, Advanced Medium, and Advanced High.

- 勤 Resilient: having the ability to persevere diligently and continue to strive even when faced with challenges
- 仁 Compassionate: able to consider others' viewpoints in an open-minded way, appreciate cultural differences, and work well with others
- 智 Wise: intellectually curious and able to think critically and solve problems in a creative way

Students are engaged in educational activities that develop the CARES traits and School values. The Charter School's Student Code of Conduct emphasizes behavior that reflects these values, and families will be asked to read and sign a Parent Student Handbook, which includes a Code of Conduct. A school-wide behavior management plan based on PBIS includes appropriate consequences and positive incentives, at the classroom level and school-wide. All members of the Charter School community, including staff, parents, and students, work together to develop a culture based on these values.

In addition, the Charter School incorporates specific strategies to promote a deeper understanding of the Chinese cultural context and belief system. This includes explicit instruction in Chinese practices (e.g., why one might use the formal version of the pronoun "you") and critical influences on the Chinese culture (e.g., Confucius). Students may role-play, memorize Chinese poetry, or recite traditional proverbs during Charter School assemblies. They also learn about traditional Chinese food, holidays, and activities.

Students wear uniforms to establish a clear focus on academics, increase safety and security on the school campus, decrease differences based on socioeconomic status, improve student behavior and increase school pride.

The Charter School will work to establish a partnership with the Taipei Economic and Cultural Office in San Francisco (TECO) with support from Taiwan's Ministry of Education to host interns that are recent graduates of Taiwanese universities to participate in a cultural and teaching exchange. These interns live with Charter School families and work with our students in the classroom.

The Charter School's teachers will establish "sister" classrooms in China or Taiwan so that students can experience real-life interactions with peers there. Students write letters, send email, exchange artwork, and even participate in web conferences (e.g. through Skype). For older students, this relationship may culminate in a trip to each other's country.

Family Engagement, Differentiated Instruction, Data-Driven Instruction

The learning environment at ICIA takes into account the whole child and incorporates important aspects of the physical setting, classroom norms and values, the role of pedagogy and instructional approach, discipline management, and family engagement. To accomplish this, and in addition to our instructional focus and signature practices, ICIA emphasizes:

1. Family Engagement
2. Differentiated Instruction
3. Data-Driven Instruction

1. Family Engagement.

Research has long been clear about the important role that families play in their children's academic success. At ICIA, parents, guardians, and extended family will be integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child's education. Communicating with families is crucial to this relationship, and there will be frequent communication between the school and families. At ICIA, we will be committed to using a variety of means to communicate with our families. Our families will have access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. At ICIA, we will use our LMS to ensure that families receive communication in their preferred format. Teachers will send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, ICIA will host a variety of social and educational events to promote community-building and family involvement. These may include back-to-school events, parent educational seminars, exhibitions of student work and student performances. Families will accompany their child to student-led conferences bi-annually to stay informed of their child's progress, and to ensure parents know how to support their student's learning and personal growth at home.

Our three areas of family support revolve around helping parents be an integral part of their child's academic life:

- Home – School Relationships: ICIA will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: ICIA parents will be involved in their child's learning plan. Their responsibility in the plan is to support their child's goals.
- Parenting: ICIA will assist, when necessary, parents in developing the attitudes, values, and practices of parents in raising adolescent youth.

These three areas will strengthen ICIA students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The Personal Learning Plans will enhance parent involvement, as they will have components in which the parents will be a part of their child's development of college awareness, personal aspirations and planning for the future.

2. Differentiated Instruction.

ICIA staff will utilize its knowledge of the whole child in order to effectively implement differentiation of instruction. Evidence has suggested that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986).

To effectively implement differentiation, students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structures, which allows for learner variance; engage in lessons that are knowledge-centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

Functioning differentiation must respond to student readiness, interest, and his/her learning profile (Tomlinson 1995, 1999). Individualized work will be at an appropriate level of challenge; tasks and questions will link to students' interests, and address the students' learning profiles (e.g., learning modality, culture, language). Hence, by giving them choices regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a ICIA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at ICIA will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, CGI, FOSS, ISTE, Project Lead the Way, Amplify Science and other similar programs have differentiation of instruction as a core value and will be considered for implementation at ICIA.

3. Data-Driven instruction

The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers will use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments will drive follow-up instruction, support, and/or intervention. Once the school staff has been hired, grade-level groups will create assessment calendars in conjunction with their curriculum. All students will be assessed regularly to ensure clear progress. Teachers will review their students' scores, meet with grade-level teams and administration to review the results, and together will determine what the next steps of action may be. Similarly, quarterly assessments will be reviewed in order to determine learning directions. The Quarterly Assessment will have more weight, as it will cover nine weeks of instruction. Possible outcomes may include a need for an SST and a review of any other types of interventions that would help the student; an online assessment tool and LMS will be the

tool utilized to assess students and to create the assessments. Also, teachers will have regular opportunities in the workshop model to discuss “data” and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and learning management systems allow teachers and administrators the opportunity to gather and organize data that will guide next steps. PowerSchool, Schoology, and Canvas are examples of online assessment programs that will be utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, ICIA is considering an appropriate Learning Management System.

How Learning Best Occurs

Student engagement is at the heart of the ICIA learning experience. We use the word “engagement” to characterize our approach to life’s myriad experiences-- from the mundane to those we consider significant. Engagement is an act that connects us to each other and to the physical world. We describe students who are focused, actively involved in school’s social and educational opportunities, and academically successful as “engaged” (Shernoff, Csikszentmihalyi, Schneider, & Steele, 2003). It is also understandable that researchers have looked for a connection between student engagement and achievement as they have sought to understand the variation in student success and the gaps in opportunity among students of different genders, races and ethnicities, religions, and socioeconomic status (Christenson et al., 2008).

To determine programs, procedures, and processes, ICIA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate, but interrelated, types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive (Appleton et al., 2008). Each of the three types has indicators that represent various levels of engagement within that particular domain. The researchers found that when emotional, behavioral, and cognitive engagement is optimized, students can experience a state of “flow.” As defined below, flow indicates a high level of engagement in which individuals are profoundly absorbed in a task to the point of losing awareness of time and space (Fredricks & McColskey, 2012; Shernoff, 2013).

Conditions and Structures that Promote Student Engagement and Learning

At ICIA, we create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement. While engagement is “easily understood by practitioners as being essential to learning” (Finn & Zimmer, 2012, p. 99), the bridge from theory to application is often difficult. It is, however, where extant research can have the biggest impact for educators’ practice and ultimately on student achievement.

1. Quality of student-teacher relationship

Researchers agree that the role of the teacher is key to student engagement (Finn & Zimmer, 2012). George Kuh (2001) situated the teacher at the center of all engagement, whereas Furlong et al. (2003) described the teachers as fundamental to a learning environment that promotes engagement (Furlong et al., 2003). This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something (Finn & Zimmer, 2012; Fredricks et al., 2005). Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging (Shernoff et al., 2003).

- At ICIA, we strive to transform the student experience and hire teaching and support personnel that embody a deep sense of excitement and passion for children and their learning.

2. Creating a safe space

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability (Samson, 2015). A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals (Furlong et al., 2003; Shernoff et al., 2003).

- At ICIA, we lay the foundation for creating a safe social and emotional space for our students through Way of Council. This signature practice is described in more detail in the Curriculum and Instruction section of this petition.

3. Rigorous standards and academic prowess

While counterintuitive to perceived stereotypical student attitudes, teachers who push students academically and demand high standards, not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement (Zepke & Leach, 2010). We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

- At ICIA, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation, not as a response to an unbalanced academic program. The ICIA approach will be one in

which children learn by doing under the guidance of a strong mentor/teacher.

The recent implementation of the Common Core Standards, NGSS, ITTSY, and other major standards-based changes has prompted extensive research, as these new demands have left many institutions scrambling to adopt the appropriate curriculum. At the core of an ICIA education will be the commitment to helping every child acquire the basic and fundamental skills needed to be a well-educated person in the 21st century. We understand that our choices must embody the ability to adapt and change as the research evolves.

4. Relevance

Every teacher and every parent has heard a student or child ask, “Why do I have to learn or do this?” When students don’t see the connection between the content and activities of the classroom and their future lives, they question what’s happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

To ensure ICIA relevancy for ICIA students, every lesson at ICIA will start by answering the What? Why? and How? before instruction begins:

- A. What? What is our learning objective for this lesson? What are we doing in class today? What questions will we try to answer? What concepts will we address? What activities will we do?
 - B. Why? Why are we studying this? How are today’s content and activities tied to the learning outcomes? What should I know or be able to do after today’s class? How can the information and skills be used in everyday life?
 - C. How? How are we going to address the content? What are the discrete steps we will need to take to reach our learning objective? What activities, discussions, and projects will we be using? How will I know that I have mastered the learning objective?
- ICIA believes that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently will participate more eagerly in their learning with greater achievement levels

5. Student-centered classroom

Student-centered environments emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such

settings are necessary for students to develop the skills to succeed in college, career, and life.

- ICIA firmly believes that students learn best by doing and not in passive lecture style settings. The student-centered classroom provides targeted instruction based on personalized learning goals with ample time for practice.

6. Student belonging

The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation (Appleton et al., 2008) and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires “frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern” (Baumeister & Leary, 1995). According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning (Finn & Zimmer, 2012). In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings (Christenson et al., 2008; Resnick et al., 1997). It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures (Finn & Zimmer, 2012).

7. School size

Research has suggested that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, higher student participation, and increased attendance-- all leading factors in student engagement (Darling-Hammond & Plank, 2015; Finn, 1989; Furlong & Christenson, 2008; Finn & Zimmer, 2012; Furlong et al., 2003; Marks, 2000). So, while size itself may not be an active factor in engagement, it can facilitate engagement by promoting the conditions for it.

- ICIA will reach 408 students by 2027, and class size will remain an average of 30 to 1. This model is ideal in that the school remains a small community, but is also an economically sound ratio to allow the school financial flexibility and strength to accomplish its extensive goals.

8. School discipline and safety

While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and

constructive culture and discipline facilitates engagement by focusing on services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

- At ICIA, creating a safe environment with structured discipline policies will be essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development. We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. ICIA will also use principles of Restorative Justice to teach children how to grow and learn from a mistake. The humanity and dignity of every child will be paramount and the discipline and safety policies will always be reflective of this deeply held belief.

An Educated Person in the 21st Century

We believe that 21st-century competence starts with global competence. Preparing all students for work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works. Students are able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students recognize that because they have a unique perspective that someone else may not share, it is essential to consider and honor all views and to incorporate diverse standpoints into their point of view. Twenty-first-century-ready, globally competent students effectively communicate their ideas with diverse audiences, often through the use of appropriate technology. By applying what they have learned, our students can translate their ideas into appropriate actions to discover solutions to local and global challenges alike.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. Information technologies ensure that news from every country resonates globally in a matter of minutes. And, with over 200 million migrants worldwide, migration and immigration are creating societies that are enormously diverse, linguistically and culturally. More than ever, people, cultures, and nations are interdependent, requiring the preparation of students who are capable and disposed to solving problems on a global scale and participating effectively in a global economic and civic environment. Put simply, schools must prepare students to be globally competent.

Supported by a foundation of knowledge and understanding developed through rigorous disciplinary and interdisciplinary study, the 21st-century learner is globally competent and able to do the following:

- A. Investigate the World. Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems that may not have

one right answer, but that can be systematically engaged both intellectually and emotionally. Their questions are globally significant, addressing important phenomena and events that are relevant in their own communities and communities across the globe.

Globally competent students can articulate the significance of their questions and know how to respond to these questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.

While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. As such, ICIA will recruit teachers who are bilingually competent,. Students will receive Chinese language instruction as well as literacy in English.

B. Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not prescribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.

C. Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that they may see different meanings in the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Although English is increasingly the world's common language for commerce and communication, globally competent students in the United States and elsewhere should be proficient in or working toward proficiency in at least one other world language.

Communicating ideas occurs in a variety of culturally diverse settings, and especially within a collaborative setting. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively utilize appropriate technology and media to communicate with disparate audiences, including through respectful online social networking. In short, they are technology and media literate within a constantly evolving global communications environment.

D. Take Action. What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not

bystanders. They're keenly able to recognize opportunities-- from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we don't even know we need. Alone or with others, globally competent students ethically and creatively envision and weigh options for action based on evidence and insight; assess their potential impact, taking into account diverse opinions and potential consequences for others; and show courage to act and reflect on their actions.

E. Apply Disciplinary and Interdisciplinary Expertise. Is global competence all skills and no knowledge? Hardly. As true now as at any other time, learning content matters. Global competence requires that the capacities described above both be applied within academic disciplines and contextualized within each discipline's methods of inquiry and production of knowledge. Globally competent students learn to think across disciplines, operating as historians, scientists, and artists by using the relevant tools and methods of inquiry.

Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens, in order to appreciate the interconnected issues, broad themes, and subtle nuances they involve. A competitive advantage will go to those students in San Francisco or São Paulo who are aware of global events; can comprehend the intersections of environmental, financial, social, and other systems; and understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and participate in dialogues about a rapidly evolving world.

Global competence marks a crucial shift in articulating the purpose of education today. Students everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens. We must fashion a more creative, visionary, and active educational response to the interconnected world of the 21st century, starting now.

Target Population / Students to be Served

ICIA will open with five grade levels, TK through third grade, and add one grade in the next two years until it reaches full enrollment in kindergarten through fifth grade in the third year.

Table 1: ICIA Projected Enrollment

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Enrollment Projection By Grade Level</i>					
TK	48	48	48	48	48

Kinder	60	60	60	60	60
Grade 1	60	60	60	60	60
Grade 2	60	60	60	60	60
Grade 3	30	60	60	60	60
Grade 4		30	60	60	60
Grade 5			30	60	60
Total Projected Enrollment	258	318	378	408	408

As illustrated by recent census data above, the City of Irvine is a diverse population.

Age

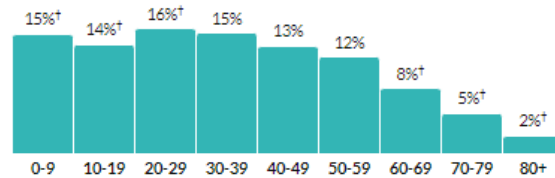
34

Median age

about 90 percent of the figure in Orange County: 39.2

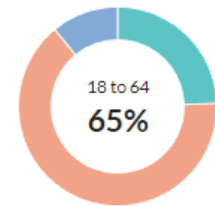
about 90 percent of the figure in California: 37.6

Population by age range



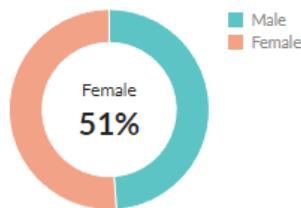
[Show data / Embed](#)

Population by age category



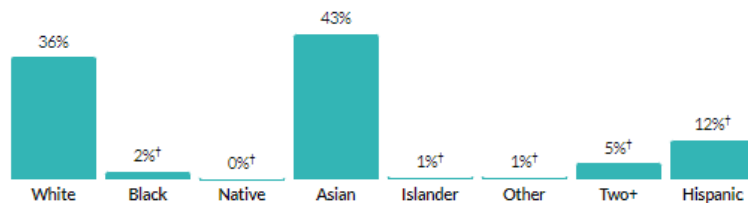
[Show data / Embed](#)

Sex



[Show data / Embed](#)

Race & Ethnicity



[Show data / Embed](#)

* Hispanic includes respondents of any race. Other categories are non-Hispanic.

[Show data / Embed](#)

Income

\$54,581

Per capita income

about 20 percent higher than the amount in Orange County: \$47,334

about 1.3 times the amount in California: \$42,396

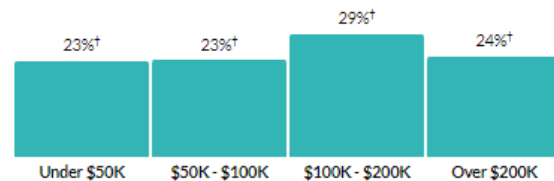
\$105,138

Median household income

a little higher than the amount in Orange County: \$100,559

about 25 percent higher than the amount in California: \$84,907

Household income



[Show data / Embed](#)

The following tables display student demographics for Irvine Unified School District elementary schools. ICIA understands its academic performance must strive to achieve high performing status.

Table 2: Demographics of Irvine Unified Elementary Schools

School	Enrollment	%Students with Disabilities	% Homeless	% English Learners	% Socioeconomically Disadvantaged	% Major Ethnicity #1	% Major Ethnicity #2
Alderwood Elementary	444	8.1	0.2	20.3	20	White 36.3	Asian 29.7
Bonita Canyon Elementary	217	9.2	0	14.7	9.2	White 52.5	Asian 24
Brywood Elementary	252	16.7	0	20.6	23	Asian 38.5	White 27.8
Canyon View Elementary	326	9.2	0	16	8.6	Asian 46.9	White 25.8
College Park Elementary	404	11.1	0.7	25.2	18.1	Asian 47.3	White 27
Culverdale Elementary	425	12.7	0.2	40	44.7	White 30	Asian 27.3
Cypress Village Elementary	567	9.3	0.2	29.6	26.5	Asian 53.4	White 24.5
Woodbury Elementary	659	6.5	0	23.7	14.4	Asian 46.9	White 22.9
Westpark Elementary	446	8.3	0	20.9	26.7	White 35	Asian 34.5
University Park Elementary	301	11.3	0	25.2	38.2	White 33.2	Asian 31.6
Turtle Rock Elementary	459	5.9	0	19.4	22.2	Asian 44.2	White 30.7
Stonegate Elementary	421	8.6	0	17.1	14.3	Asian 55.6	White 23
Stone Creek Elementary	340	9.7	0.3	13.8	14.7	White 41.5	Asian 31.5
Springbrook Elementary	338	17.5	0	17.8	27.5	White 44.4	Asian 20.7
Santiago Hills Elementary	236	9.7	0	19.1	14.8	Asian 36.9	White 31.8
Portola Springs Elementary	428	14	0	13.8	19.2	Asian 42.1	White 23.1
Oak Creek Elementary	481	10	0	28.9	29.5	White 43.7	Asian 31
Northwood Elementary	303	8.3	0	23.4	38	Asian 31.4	White 28.7
Meadow Park Elementary	362	13.8	0.3	16.6	22.4	White 45	Asian 25.1
Greentree Elementary	280	13.6	0	15.4	27.9	White 37.5	Hispanic 26.8
Eastwood Elementary	282	9.6	0	23.8	12.4	Asian 51.8	White 24.1

School	Enrollment	%Students with Disabilities	% Homeless	% English Learners	% Socioeconomically Disadvantaged	% Major Ethnicity #1	% Major Ethnicity #2
Eastshore Elementary	298	11.1	0.7	12.8	16.4	White 40.3	Asian 30.5
Deerfield Elementary	263	8.7	0	16	32.3	Asian 36.1	Hispanic 24.3

While SBAC and Dashboard data is not available due to the COVID pandemic for the schools highlighted above, which are closest to the current location of SCCCA, ICIA will strive to exceed academically in all areas as compared to District schools.

Curriculum and Instruction

The Charter School offers a curriculum which is aligned with Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards for Science, and the California State Standards for Social Science. In addition, the Charter School will rely on rigorous Mandarin Language Arts Standards that are inspired by the English Language Arts Common Core State Standards. The Charter School's curriculum is articulated as a K-5 system, and includes other subjects essential to a healthy and well-rounded life (e.g. visual arts, music, health and nutrition, and physical education). For subjects and grades taught in English, the Charter School uses texts and materials adopted in the State of California.¹² For subjects and grades taught in Mandarin, the Charter School adapts and translates Common Core aligned materials and aligns grade-appropriate and linguistically accessible Mandarin Chinese teaching materials. The School also reviews and pilots new curriculum resources as needed. The Charter School continually seeks to collaborate with other Mandarin Immersion programs and networks to share and source curriculum materials (e.g., San Francisco Unified School District, Chinese American International School, Mandarin Institute, the Asia Society.) The Charter School also works with the ministries of education of Chinese-speaking countries to access additional Mandarin Chinese Language Arts materials.

- **Mandarin Chinese Language Arts:** In addition to language immersion, students need formal instruction in both target languages to achieve native-like fluency and grammar.¹³ The Charter School will use materials from multiple sources, including Better Chinese, Better Immersion, Let's Learn Chinese, Mandarin Matrix, and others. The Charter School also regularly evaluates and pilots potential new curriculum resources (both core and supplemental) as they become available.
- **English Language Arts:** To help students develop strong literacy skills in English, including both phonemic awareness and reading comprehension strategies, the Charter School uses a phonics-based program supplemented with Guided Reading

¹² Based on new research, changes in California adopted text lists, and other factors, the Charter School will annually reevaluate its adopted curriculum materials.

¹³ See references Harley, 1984, 1996; Lyster, 1987; Swain, 1985; Swain & Lapkin, 1986 in Lindholm-Leary, K.J., Ph.D, Review of Research and Best Practices on Effective Features of Dual Language Education Programs, March 2005.

strategies aligned with the Common Core State Standards. Reading instructional materials include Houghton Mifflin Reading, Reading A-Z, and Words Their Way. The Charter School also uses the Great Books program and other sources of literature. Lucy Calkins's Writer's Workshop and Regie Routman's work from Writing Essentials form the basis of the writing curriculum utilized for teaching the Common Core State Standards for writing in English.

- Mathematics: The math program is based on the Common Core State Standards for mathematics. The Charter School uses Singapore Math curriculum materials, supplemented with Math Pathways and Pitfalls developed by WestEd, Math Trailblazers, and other materials in Chinese. The Charter School will regularly evaluate potential new Common Core aligned curriculum resources as needed.
- Science: Students use the scientific method (generating hypotheses and designing experiments to test the hypotheses), apply the scientific method to everyday life, and consider how to use scientific principles to live in a more environmentally sustainable way. The Charter School uses the Science A-Z, materials from Stephanie Science, and Full Option Science System (FOSS), which is aligned with the Next Generation Science Standards. FOSS was developed with a National Science Foundation grant at the Lawrence Hall of Science, University of California at Berkeley.
- Social Studies: The social studies content is integrated into Mandarin Chinese and English language arts.
- Chinese culture: Developing an understanding of the Chinese cultural context is intertwined with understanding the Chinese language. For example, Chinese proverbs and poetry are used for both Mandarin Chinese language development and learning about Chinese culture.
- Visual and performing arts: Appreciation of and participation in the arts are essential to each student's development. Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Students receive instruction in art and music, including both Western and Eastern modes of expression, formats, and examples. Additional opportunities also are provided through partnerships with community arts organizations.
- Physical education: Students are expected to develop their physical abilities and fitness. They learn these skills and habits through Physical Education class. The Charter School will administer the state-mandated physical fitness tests with its first class of fifth graders in the third school year.
- Health: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, physical education class, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey informs additional needed interventions.
- Technology: Students develop proficiency using personal computers and other digital devices through regular use of commonly used productivity applications (e.g., search, word processing, spreadsheets, presentations) as well as education technology software and applications. Students learn to keyboard in both languages. The Charter School integrates technology skill development in core academic

classes and as part of interdisciplinary projects.

- Life Skills: To be successful in the real world, students need more than academic skills and knowledge. Teachers explicitly guide students in learning how to use these life skills every day through the explicit teaching of Responsive Classroom's CARES framework. CARES stands for Cooperation, Assertion, Responsibility, Empathy, and Self Control. In the middle grades, life skills instruction will be augmented to include the school's core values: ethical, persevering, compassionate and wise. In addition, the Charter School uses School Wide Positive Behavior Interventions and Supports (PBIS) and Second Step curriculum. The Charter School reinforces appropriate behavior through norms, direct instruction, incentives, and other classroom management practices.

Because students are learning some content standards through a new language, curriculum adaptations (of both instructional strategies and resources) are used to make it linguistically accessible without diluting or lowering standards. While some curriculum materials may be available that are already appropriate to student needs, other materials require that adaptations be done by the classroom teachers with the assistance of external consultants as needed. In this curriculum adaptation process which is typical for immersion classrooms, the teacher:

- Consults the curriculum guide to identify unit goals and objectives, listing key concepts related to unit goals and objectives and identifies how mastery will be measured.
- Identifies language (e.g., structures, expressions, key vocabulary) required for curriculum learning.
- Lists instructional experiences that will help students attain learning objectives and how materials will support those experiences.
- Rewrites text to make it comprehensible by:
 - Using simpler structures and shorter sentences.
 - Emphasizing key terms through boldface or highlighting.
 - Finding or creating pictures, diagrams, charts, and graphic organizers to assist students to make meaning of key terminology
 - Identifying other elements that will assist students to comprehend key terminology or phrases comprehensible with multiple examples, paraphrases, re- statements of key ideas, synonyms, antonyms and definitions.

The Charter School's Principal is responsible for ensuring that the curricula, in both languages and at all grades, support students and teachers in achieving the school's goals. The Charter School's staff reviews the efficacy of the curriculum regularly. The Principal, in collaboration with the teachers, leads the process of selecting, adapting, and developing curriculum materials.

Criteria for curricula section include (but are not limited to):

- suitability for use in a two-way dual immersion Mandarin-English environment;
- alignment with the School's language fluency goals overall and at each grade level;

- alignment with the Common Core State Standards, the Next Generation Science Standards, and/or the School's Common Core inspired Mandarin Language Arts standards;
- integration of valid and reliable assessments (both formative and summative);
- cultural competency and cultural relevance for diverse students in Alameda County;
- availability of high quality professional development;
- compatibility with the variety of teaching strategies used in the School; and
- affordability (including both one-time and annual costs).

The selection process for new materials includes review of teacher guides and student materials (both digital and print), consultation with subject matter experts, reference checks with other language immersion schools and programs, review of research (if available), and piloting in the School.

Transitional Kindergarten

ICIA will incorporate a strong transitional kindergarten (TK) program for any student whose fifth birthday falls between September 2nd and December 2nd, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). The TK program thus also will use the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers first assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

Academic Calendar and Schedules

Academic Calendar

The academic calendar will comply with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a).

Jul-23							Aug-23							Sep-23							Oct-23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5						1	2	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
30	31																										
Nov-23							Dec-22							Jan-24							Feb-24						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	4					1	2			1	2	3	4	5	6				1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
							31																				
Mar-24							Apr-24							May-24							Jun-24						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5	6			1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	31				26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30						

	Student Holiday
	Early Dismissal Days (Every Wednesday)
	Summer Vacation/ Winter & Spring Break Recess
	ICIA Teacher/ Staff Development (Student Holiday)
	Teacher Work Day (Student Holiday)
*	Teacher/ Staff Professional Development Day

*Above calendar reflects 180 school days.

SCCCA HOLIDAYS/IMPORTANT DAYS

	Independence Day ----- July 4		First day of School (Spring 2024) ----- Jan. 8
	First day of School (Fall 2023) ----- Aug. 24		Martin Luther King Day Observance ----- Jan. 15
	Labor Day ----- Sept. 4		President's Day Observance ----- Feb. 19
	Veteran's Day Observance ----- Nov. 10		Spring Break Recess ----- April 1-5
	Thanksgiving Holiday ----- Nov. 23-24		Memorial Day Observance ----- May 27
	Winter Recess ----- Dec. 25-31		Last Days of School ----- June 7

Irvine Chinese Immersion Academy

TEL (949) 559-6868 | info@sccca.org

Sample Bell Schedule

TK & Kindergarten

Regular

Start Time	End Time	Category	Minutes	Days
08:15AM	10:20AM	Instructional time	125	
10:20AM	10:40AM	Recess/Break	20	
10:40AM	11:30AM	Instructional time	50	
11:30AM	12:00PM	Lunch	30	
12:00PM	01:00PM	Instructional time	60	
01:00PM	01:20PM	Recess/Break	20	
01:20PM	03:00PM	Instructional time	100	
			375	142

Minimum

Start Time	End Time	Category	Minutes	Days
08:15AM	10:20AM	Instructional time	125	
10:20AM	10:40AM	Recess/Break	20	
10:40AM	12:00PM	Instructional time	80	
12:00PM	12:30PM	Lunch	30	
12:30PM	01:00PM	Instructional time	30	
			255	38

Annual Instr. Min.	Required Instr. Min.	Diff.
62,940	36,000	26,940

Grade 1-2

Regular

Start Time	End Time	Category	Minutes	Days
08:15AM	10:40AM	Instructional time	145	
10:40AM	11:00AM	Recess/Break	20	
11:00AM	12:00PM	Instructional time	60	
12:00PM	12:30PM	Lunch	30	
12:30PM	01:20PM	Instructional time	50	
01:20PM	01:40PM	Recess/Break	20	
01:40PM	3:00PM	Instructional time	80	
			335	142

Minimum

Start Time	End Time	Category	Minutes	Days
08:15AM	10:40AM	Instructional time	145	
10:40AM	11:00AM	Recess/Break	20	
11:00AM	12:30PM	Instructional time	90	
12:30PM	01:00PM	Lunch	30	
			255	38

Annual Instr. Min.	Required Instr. Min.	Diff.
57,260	36,000	21,260

Instructional Minutes

TK & Kindergarten

Day Types	A	B	Total	Required	Difference
Day Description	Regular	Minimum			
Total Number of Days	142	38	180	175	5
Start Time	08:15AM	08:15AM			
End Time	03:00PM	01:00PM			
Excess Passing Time Minutes	0	0	0		
Recess Duration	40	20	60		
Lunch Duration (Including Passing Time)	30	30	60		

Total Number of Hours	6:45	4:45	11:30		
Total Daily Number of Minutes	405	285	690		
Actual Instructional Minutes	335	235	570		
Annual Number of Minutes	53250	9690	62940	36000	26940

Grade 1-2

Day Types	A	B	Total	Required	Difference
Day Description	Regular	Minimum			
Total Number of Days	142	38	180	175	5
Start Time	08:15AM	08:15AM			
End Time	03:00PM	01:00PM			
Excess Passing Time Minutes	0	0	0		
Recess Duration	40	20	60		
Lunch Duration (Including Passing Time)	30	30	60		

Total Number of Hours	6:45	4:45	11:30		
Total Daily Number of Minutes	405	285	690		
Actual Instructional Minutes	335	235	570		
Annual Number of Minutes	47570	9690	57260	36000	21260

Professional Development

At ICIA, we will consider professional development critical to the success of our students. However, all schools, and especially a new school, have numerous mandates and initiatives to implement each year—such as technology programs, teacher evaluation, and preparing for and reviewing test data. Thus, professional development is a high priority. At ICIA, our professional development schedule and plan will minimize the number of initiatives each year to focus on consistent professional development that can delve deep into issues that have a direct impact on student learning and achievement. At ICIA, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development (Castillo, 2011; Coleman, 2014). At ICIA, professional development will be directly applicable to classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students (Castillo, 2011; Coleman, 2014).

ICIA will have both short-term and long-term professional development plans that promote deep learning and strong implementation of its programs.

List of Professional Development Services

Institutes- provide a great opportunity to provide staff with basic course training in reading or writing workshop. During these days, consultants explain the philosophy of workshop teaching as well as teach you about the parts of the workshop. Teachers also have the opportunity to learn by being engaged in an adult reading or writing workshop during our institutes. This allows participants to be in their students' shoes and learn by doing.

Labsite days: One model classroom is chosen for each grade level involved. Teachers on a grade level go into this "labsite classroom" to watch demonstrations and to practice their teaching with support from the consultant. During the debriefing session for each grade level either before (to plan a lesson together) or after (to reflect on the lessons observed), teachers can ask questions, look at student work and/or other classroom artifacts. Generally the labsite is between 45 minutes and 1 hour and the debriefing session is between 30 and 45 minutes.

Planning days: Teachers are given a minimum of one hour and a half & a maximum of an entire day to sit with the consultant and plan an upcoming unit of study for reading or writing. The teachers meet with the consultant in grade level teams and plan these units using the Common Core State Standards. During this time teachers can set goals for their units, plan teaching points, develop charts, gather resources and plan celebrations.

One on One-Coaching Days: The school sets up a schedule for the consultant to visit with each classroom teacher during their workshop time. The consultant gives individualized feedback and coaching during this time to each teacher.

Administrative PD Days: The consultant facilitates learning walks/instructional rounds with administrators and literacy coaches to help the administrative team give helpful feedback to teachers in specific areas. The consultant also works with the administrative team to look at student data from writing folders and notebooks, running records and reading levels for each classroom.

Workshop Days: These days are tailored to our school's individual needs as they arise. The school

can decide on a topic to focus on and the consultant can give a presentation to the entire staff or to groups of the staff on that topic. Topics can range from: planning effective mini lessons that address the Common Core State Standards, conferring with writers and propelling them towards independence, building a curriculum for writing partnerships, a unit of study in reading or writing and many more. This can be done on a staff PD day or during Bank Time Sessions on shortened school days. This is used to develop consistency as a school and to create a dialogue across grade levels. This is also a time for teachers to do vertical planning.

Parent Workshops- Many schools are excited at the prospect of including parents in their professional development. At ICIA, we tailor parent workshops to fit our parent population. During these workshops, parents can learn about workshop teaching and how teaching reading and writing is very different from how they learned. They can also learn ways to support their young readers and writers at home and help them continue to be independent. Oftentimes, they will also have the opportunity to engage in their own reading and writing with our consultant's support. These workshops can be given in both English and in Chinese.

Professional Development: Kagan Cooperative Structures

All teachers will receive training in implementing Kagan structures. This training will ensure that teachers have the skills to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, and with any curriculum. Teachers will learn to use the Kagan structures every time they ask the class a question.

Professional Development on Teaching Global Competence

With increasing globalization and the dramatic shifts it brings, teaching and learning must adapt to these changes (Banks et al., 2001). For teaching and learning to adapt to these changes, teacher education and educator professional development must lead the way (Banks et al., 2001). Thus, professional development and support must be geared toward facilitating global and intercultural awareness among teachers and other educators to ultimately promote global competence for students (Banks et al., 2001).

However, many educators may not be globally or culturally competent themselves, as such principles only recently became a focus in teacher preparation programs (Coleman, 2014). Therefore, before learning how to facilitate and promote global competence among students, teachers must appreciate and acquire global awareness and understanding themselves. Teacher professional development should be designed to both promote global competence as well as skills, knowledge, and information that help implement and facilitate global competency programs in the classroom (Coleman, 2014). For example, Coleman (2014) has strongly recommended that teachers be adequately prepared to facilitate classroom discussions around relevant world issues, which can often include topics that are either contentious or difficult to discuss. Teachers also need professional development in order to effectively facilitate technology in classrooms to promote global competence, a subject that is specifically elaborated on in the next section of this chapter (Coleman, 2014).

Teachers at ICIA will participate in global education–related networks, such as the International Studies Schools Network and the International Network for Public Schools, and receive professional development from instructional coaches and consultants who work for the networks. A focus of

many of these network training events is building internal expertise through globally based professional development (Mansilla & Jackson, 2011).

Another avenue for professional development at ICIA will be the use of technology-based collaboration, such as videoconferencing. This skill not only promotes global competence among students, but also enhances and improves efficiency of educator professional development. Teachers at ICIA will attend the annual Global Education Conference, a completely virtual experience (Gray, 2015). The purpose of this conference is to convene educators from around the world to collaborate and learn from each other on ways to promote global competence through innovative curricular and pedagogical approaches (Gray, 2015). Digital professional development is an increasingly popular tool for global educators because it is more efficient with respect to time, is financially conservative, and models how technology can be used to promote global collaboration (Gray, 2015; McGowin, 2012).

ICIA will utilize several specific structures to ensure that teachers are continuously learning and growing their practice. Below are the key structures that will contribute toward professional learning:

Collaborative planning time: Teachers will have common planning time during the students' group activity time. Once a week, this common planning time will be used for deliberate collaboration with grade-level teams. This structure ensures that grade-level teams have regular time to discuss trends of particular students and adequate time to develop projects and lesson plans. The weekly time allotted to teachers will increase as the school grows and adds additional teachers for PE, music, art, and an Asian language.

Peer coaching: Grade-level teams will be given time to meet with one another every other week, and observe each other one time per month. They will utilize a protocol to provide each other with targeted feedback and personal growth support.

Instructional rounds: Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by implementing and modeling different solutions. The group effort will far outpace what any individual could accomplish on his or her own. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation. At ICIA, instructional rounds will be conducted yearly as a school community and, as needed, by grade-level teams.

Teacher growth and development: ICIA will use the Dr. Charlotte Danielson Evaluation Instrument as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework will not be used as a tool for continuing employment at ICIA. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different

components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflect on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Formal evaluation: The intention of the Danielson Framework is to create conditions of learning for teachers that foster growth and development without the fear of failure when trying something new or difficult. For this reason, the formal evaluation will be separate from the teacher growth and development cycles. The formal evaluation will focus on overall teacher attitudes and effectiveness, professionalism, ability to work collaboratively, and level of commitment to the school community, and to providing a student-centered and transformative learning experience. ICIA leadership can provide the tools for teachers to be effective agents of learning, but the individual brings the positivity, attitudes, and passion for transformative teaching and learning. One example might be comparing a new teacher who immediately endeavors to incorporate new learning after a PD with limited success, but who continues to try and improve upon that performance, working toward mastery to a more experienced teacher who resists change and demonstrates a poor attitude during grade-

level and school meetings. The former may lack specific skills, but could receive a satisfactory final evaluation, while the latter may be knowledgeable about curriculum and content, but receive an unsatisfactory final evaluation due to a poor attitude and lack of collaboration with the team. We believe a two-tiered system creates the conditions for good teachers to take risks and be innovative while holding everyone accountable to high professional standards of conduct. The principal or assistant principal will provide a minimum of two informal evaluations and one formal evaluation for each teacher annually. The purpose of informal evaluation is to track growth toward personal goals and provide timely feedback with opportunities to adjust or make needed changes. The formal evaluation will be to track progress and commitment to growth and development and incorporate objective feedback into goal setting.

Meeting the Needs of All Students

ICIA is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their child, including making appropriate referrals to community organizations.

By providing highly differentiated and scaffolding supports for each learner, all students will be capable of thriving academically, socially and emotionally at ICIA. The educational program will be appropriate for students of various backgrounds, including students who are academically low achieving, students who are academically high-achieving, English Learners, and students with disabilities. As described below, ICIA will use a variety of assessment tools to identify students who fit into these categories and in turn, will implement a variety of effective strategies to target the unique needs of each child. Through transparent and continuous communication with their families, we will ensure that students' needs are being met in the school community and also supported at home.

After a student has enrolled in ICIA, baseline assessments will be given to each student. Included in the baseline assessments are the following:

- An enrollment form collected after admission that will ask families to provide information they wish to share including student's interests/strengths, areas of growth, learning preferences and other pertinent background information.
- Fountas and Pinnell baseline Kindergarten Readiness Assessment for all entering Kindergarten students.
- Diagnostic assessments in language arts and mathematics for all students. ICIA will use Fountas and Pinnell reading assessments for all grade levels and Lucy Calkins writing assessments for all grade level. Math assessments will be from the Eureka Math Program. (ICIA also will administer SBAC Interim Assessments for grades 3-5 as detailed in Elements 2/3.)

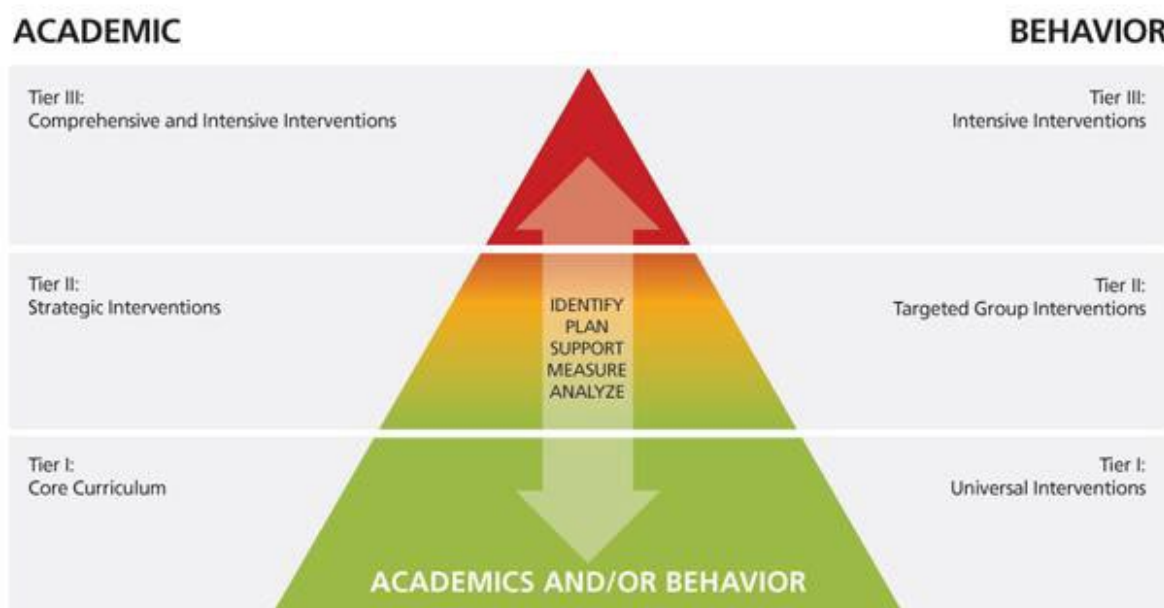
Response To Intervention

ICIA will implement a Response to Intervention (RTI) approach to ensure students are

monitored regularly to determine progress. This diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. The chart below details the RTI Tiers for academic and behavioral interventions.

RTI Tiers for Academic and Behavioral Interventions



Tier 1 – Proactive Prevention through high-quality first instruction and pedagogy

- Diagnostic and ongoing assessment
- CCSS-driven instruction
- Integrated ELD in all subjects
- Reader's and Writer's workshop model
- Close school-to-home communication
- Progress reports
- Differentiation through PBL, Kagan strategies,
- Way of Council

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Eureka Math intervention strategies

Tier 3 – Intensive Intervention

- Administrative involvement
- Student Success Team
- Administration, teacher, student interventions (e.g., Way of Council and other restorative student to student practices)
- Counseling
- Possible referral for an IEP

Student Success Team

The Student Success Team (SST) is centered on the student, and reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 RTI strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher, parents of the student being discussed, and other staff or personnel such as teaching assistants that may have valuable information regarding the strengths and needs of the student. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including, but not limited to, those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any ICIA family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected to that student can be included in the SST to share about the student's strengths as well as concerns and strategies that may or may not have been used in the past. People who may be included in an SST meeting might be, for example, teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to convene a supportive team in a positive atmosphere to determine and implement best strategies to support ICIA students in finding success.

The ICIA SST meetings shall include the following steps:

1. Introduction of SST team members and participants
2. Meeting purpose and process
3. Timekeeper appointed to track SST meeting minutes
4. Identification of Student Strengths

5. Concern areas are listed, discussed, clarified, and brainstormed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are brainstormed or chosen
9. Identification of actionable strategies
10. Individual commitments to actionable strategies
11. Person responsible and timelines for all actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow-up, if the problem continues, revisions to the plan will be discussed and implemented; however, if deemed necessary by the SST, a referral for special education or Section 504 assessment might be made.

The following subsections explain the ways in which ICIA will identify and address the needs of diverse learners.

English Learners

Based upon the data from the surrounding neighborhood schools, we anticipate approximately ten percent of our students to be English Learners (ELs) who are Spanish speaking. Current data places Mandarin speakers at approximately 27% and Korean speakers at approximately 15%. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. ICIA teachers, staff and school leaders will communicate to parents in Mandarin or other languages as needed—but will use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. ICIA teachers, staff and school leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

Identification of English Learners

ICIA's EL program will adopt an English Learner Master Plan. ICIA's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level content mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at ICIA.

The ELD Coordinator (the Principal in the initial years and later an assistant principal or lead teacher) assesses English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases

to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgp1d.asp>)

Parents are notified of their rights and their child’s ELPAC scores each year and will be encouraged to participate in the reclassification process. Parents will be notified when a student is being considered for reclassification and again when they are officially reclassified.

Educational Program for English Language Acquisition

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have designated ELD instruction in small groups daily during ELD/Literacy time. All students will participate in the general education classroom during instructional time where teachers will implement strategies to support “integrated” academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

EL students also will be provided with Designated ELD instruction on a daily basis. During designated ELD, they will complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the iLit curriculum. Upon completion of weekly tasks student data will be analyzed to track progress of language acquisition. The iLit curriculum also provides a norm-referenced test that students take three times a year to track progress and standards mastery. When a student is identified as to having difficulties mastering a concept, students will be pulled out for targeted intervention on the specific content necessary.

All ICIA teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by ICIA will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. ICIA’s philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student’s needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:¹⁴

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

¹⁴ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

- Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
- Flowcharts – Students sequence important events in the content studied.
- Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write

their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

ICIA bases its English Learner support program on the new 2012 California ELD Standards. As guided by the CA ELD Standards, ICIA teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level annually. Our ELD Coordinator (the Principal in initial years) will partner with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

ICIA will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified and will place a priority on hiring teacher(s) that speak Chinese and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents will be notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. ICIA will use assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians

about student progress.

ICIA will provide high quality professional learning opportunities for all of its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and Sheltered Instruction Observation Protocol (SIOP) model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

Process For Annual Evaluation Of The School's English Learner Program

The Principal at ICIA is responsible for ensuring the quality and success of all instructional programs and will report to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders will include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

Process and Specific Criteria for Reclassification

ICIA monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the EL Master Plan. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews ELD folders at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs

- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator (the Principal will serve in this role initially until an assistant principal is hired), to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the ICIA Student Information System (Power School), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.¹⁵

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

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

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

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria is as follows:

¹⁵ California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>. Accessed on August 6, 2018.

Reclassification Criteria

Annual ELPAC Scores

Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language) (Applies to grades 3,4,and 5)

Teacher Evaluation

The teacher judges the student will be successful in a Mainstream English Program based on a review of:

Report Card

Report card grade marks of C or higher in English Language Arts

CAASPP

The students has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above

Parent Opinion/Consultation

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that ICIA provides for all students.

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide ICIA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas¹⁶:

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

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

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

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). ICIA will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state’s English language proficiency exam (AB 2193, Lara). As ICIA will only serve six grade levels (K-5), we will not officially have any designated

¹⁶ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewp1d.pdf>

LTEs. That said, we will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. ICIA will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTEs. Students and parents will be made aware of the risks associated with LTE status, as well as specific barriers to reclassification and ways to address them.

Gifted And Talented Students and Students Achieving Above Grade Level

Identification

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At ICIA, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). Research has indicated that approximately 10% of any given school population is gifted. Starting in kindergarten, students will be identified as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages through teacher observation, internal assessments, and CAASPP data. Starting in second grade, students who have been identified earlier in grades K-1 and those identified in grades 2-5 will be tested for giftedness using approved tests and following appropriate guidelines for testing gifted students. ICIA will continually evaluate students' achievement level to ensure that high-achieving students can be quickly identified and served.

Parent Notification and Involvement

Just as in the case with low-achieving students, the classroom teacher will contact parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents will be notified in writing or by phone to set up a conference. Family members provide rich information about their child's strengths, needs, and learning styles— which informs the supports the learner receives at school. The Personal Learning Plans will enhance parent involvement, as they will have components that involve parents in their child's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals will be communicated through regular progress reports, calls and emails home, and in-person meetings with parents, teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support children of all abilities.

Meeting Gifted and High Achieving Students' Needs

The ICIA workshop model of instruction and focus on student engagement allows daily

differentiation. Further, the workshop model affords student choice and autonomy, key factors in serving gifted and high-achieving students. The curriculum and programmatic choices at ICIA provide ample opportunities for high-level thinking and problem solving. Our focus on global outcomes and competencies provide real-life application and a deep sense of relevance that serves gifted learners.

- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

Monitor Progress of Gifted Students and Students Achieving Above Grade Level

High-achieving and gifted students will be closely monitored by teachers and through family outreach. Students will also be able to articulate their needs and goals when developing their PLPs. The school will also monitor the percentage of identified students and gauge it against the average of 10% students being gifted or high-achieving at most schools. Student behavioral issues will be identified and looked at as possible identifying markers of gifted or high-achieving students not being sufficiently challenged.

Students Achieving Below Grade Level

Assessment and Identification

When students enroll at ICIA, it is our responsibility to ensure that each child is properly assessed and supported in rising to his or her potential. We firmly believe that **all** children have the potential to thrive academically given the right conditions for learning. At ICIA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at ICIA, is to ensure that every child is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff will provide on-going and continuous assessments in our efforts to seek out and support children who are academically low-achieving and might be facing a special learning need or experiencing extenuating circumstances outside of school. We are dedicated to providing the additional academic and social emotional support such students will need to succeed.

ICIA will enlist a variety of assessment tools to identify students who are achieving at lower academic levels. All incoming kindergarten students will take a baseline Fountas and Pinnell Kindergarten Readiness Assessment. Additionally, diagnostic assessment in English Language Arts and mathematics will be administered to all students multiple times each year. For ELA, this assessment will include the Fountas and Pinnell Benchmark Assessment System (BAS) differentiated for K--2 and 3--5 grade levels. For mathematics, Eureka math assessments will be used.

Parent/Guardian Notification and Involvement

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing or by phone to set up a conference. Parents are key partners in helping us understand their child and what strategies might best fit the needs of their child. Family members provide rich information about their child's strengths, needs, and learning styles – which, in turn, shapes the supports that the learner receives at school. Personalized Learning Plans will enhance parent involvement, as they will have components that allow the parents to be a part of their child's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and to set learning goals. Progress toward these goals will be communicated through regular progress reports each semester and more often as needed, calls and emails home, and in-person meetings with parents, teachers, and administrative staff as needed. Constant communication between the school and families enables stronger partnerships to support the children.

Supports and Interventions

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at ICIA is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that support academically low-achieving students include the following:

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Fountas and Pinnell Leveled Literacy Intervention provides targeted and early intervention strategies.
- Leveled reading libraries provide differentiation for low- and high-achieving learners.
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide differentiated instruction in small groups in the classrooms. These groups are informed by data as well as the skills and concepts. If students continue to struggle they will be provided with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Freckle, ST Math, etc).

Monitoring Progress

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments, and benchmark assessments. If intervention supports do not lead to sufficient progress, as previously stated, a Student Success Team (SST) will be convened to consider alternative intervention strategies. Prior to monthly meetings, the case manager will consult with all referring teachers to gather more data and information

about the referred student. At the meeting, referrals will be reviewed and next steps to support students will be taken based on the data and information collected. Academic supports can include small group pull-out intervention, one-on-one intervention, accommodation of student work, counseling, participating in peer counseling groups, parent consult/involvement, wrap around services if necessary, or referral for evaluation. Should the SST process fail to yield adequate progress, additional steps, such as a referral for a special education evaluation and/or 504 services will be taken. Additionally, the workshop model of instruction, Kagan strategies, and Way of Council provide a framework for continual and ongoing observation and assessment. Teachers at ICIA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction accordingly.

Socio-Economically Disadvantaged Students

To support socio-economically disadvantaged students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and more will all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

We minimize financial challenges for students by offering free uniforms and providing meals.

As with all student subgroups, the Principal will monitor subgroup data through state testing, benchmark testing and ongoing monitoring of students' progress.

Students In Other Subgroups

ICIA will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

ICIA will identify homeless youth through initial enrollment forms, as well as drops in grades, hunger, fatigue and other signs of stress, and will provide all required surveys or other data collection procedures required by State or Federal law. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. ICIA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

ICIA will screen for foster youth via possible visits from social services; non-parent enrolling student in school; home arrangements (group home) and self-identification. As needed, foster youth can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth are also provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

As detailed above, our SST process and teacher training will ensure that all students with special

needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

Students in all subgroups are monitored through performance on state assessments, internal benchmark exams, and grades. Continued support is provided to students based on their performance on each indicator.

Students with Disabilities

General Assurances

ICIA recognizes its responsibility to enroll and support students with disabilities who enroll in our school. We pledge to work in cooperation with the Irvine Unified School District (IUSD) to ensure that a free and appropriate education is provided to all students with exceptional needs. ICIA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, ICIA will comply with AB 602, State guidelines, and all California laws pertaining to special education students.

Structure

ICIA shall be deemed a public school of the Irvine Unified School District (IUSD) for purposes of special education, pursuant to Education Code Section 47641(b). However, ICIA reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. While ICIA remains a public of the District for purposes of special education, the District may either provide special education services for ICIA students itself or fund these services through ICIA staff or outside contractors, including contractors provided by the Irvine Unified School District (Ed. Code section 47646(b)). A change in LEA status or SELPA membership shall not require a material revision of this charter. In the event ICIA applies for and is accepted into a SELPA as an LEA member, ICIA would then receive state and federal revenues directly, in accordance with the SELPA's allocation plan, and the description of ICIA's plan for serving students under the IDEA as described herein would be revised accordingly.

ICIA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, and shall utilize appropriate SELPA forms. ICIA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ICIA shall be accessible for all students with disabilities.

ICIA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, and shall utilize appropriate SELPA forms.

Services of Students with Disabilities Under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by ICIA for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of ICIA and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize ICIA's understanding of the manner in which special education instruction and related services shall be provided by ICIA and the District.

The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law that requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and ICIA as agreed upon in a MOU:**

ICIA intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA").

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, ICIA will seek services from the District for special education students enrolled in ICIA in the same manner as is provided to students in other District schools. ICIA will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services; for responding to record requests and parent complaints; and for maintaining the confidentiality of pupil records. ICIA will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between ICIA and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that ICIA and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as ICIA functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section

47641(b), then it would be likely that a Memorandum of Understanding (“MOU”) will be developed between the school and the Irvine Unified School District, which shall delineate the respective responsibilities of ICIA and Irvine Unified School District with regard to the funding and delivery of special education and related services.

In accordance with Education Code Section 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide ICIA with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. ICIA reserves the right to contract with agencies and vendors outside the authorizer, when appropriate, to secure special education services, including administrative support services.

All students with disabilities will be fully integrated into the programs of ICIA, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending ICIA is properly identified, assessed, and provided with necessary services and supports.

ICIA will meet all the requirements mandated within a student’s Individual Education Plan (IEP).

ICIA will follow the District’s IEP review process including a notice to the District within two school days of an IEP review.

ICIA will comply with Child Find requirements by taking the responsible to find children with disabilities in our area.

Search and Serve

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

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

Students possibly in need of special education can be screened from already available data (i.e., school tests, teacher observations, grades, etc.) regarding the student’s progress or

lack of progress within the general program. Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Students

ICIA shall comply with Education Code Section 56325 with regard to students transferring into the school within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ICIA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and ICIA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and school shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the school from a District-operated program under the same SELPA of the District within the same academic year, the District and ICIA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to ICIA with an IEP from outside of California during the same academic year, the District and ICIA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral for Assessment

ICIA will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is ICIA's understanding that the District shall provide the school with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the ICIA is provided with notification and relevant files of all students who have an existing IEP and who are transferring to ICIA from an District school. The District shall have unfettered access to all ICIA's student records and information in order to serve all of ICIA's students' special needs.

In the event that ICIA receives a written parent request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable state and federal law, ICIA and District will provide the parent with a written assessment plan within fifteen days of receipt of the written request

and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

Assessment

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

ICIA shall not conduct special education assessments unless directed by the District.

Development and Implementation of the IEP

Every student who is assessed by the school and deemed eligible for special services will have an IEP that documents assessment results and eligibility determination for special education services.

It is ICIA's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. ICIA shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and ICIA:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA;
- The student's special education teacher, if applicable;
- The student's General Education teacher, if the student is, or may be, participating in the general education environment;
- Other School representatives who are knowledgeable about the regular education program at ICIA and/or about the student.

It is ICIA's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide a notice of parental rights.

ICIA understands that the decisions regarding eligibility, goals and objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible ICIA students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

ICIA shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. ICIA shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and the school will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, ICIA shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP and progress reports quarterly or at least as frequently as progress reports are provided for non-special education students, whichever is more. ICIA shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The school shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. ICIA shall comply with any directive of the District as it relates to the coordination between the school and District for IEP implementation, including, but not limited to, adequate notification of student progress and immediate notification of any considerable discipline of special education students in such matters. The petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Staffing

All special education services at ICIA will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEA. ICIA staff shall participate in all mandatory District in-service training relating to special education.

It is ICIA's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists, unless the District directs ICIA that current District practice is for the individual school sites to hire on-site special education staff, or the District and ICIA agree that ICIA must hire on-site special education staff. In that instance, ICIA shall ensure that all special education staff hired are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education

staff hired by the school (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to ICIA students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Due Process Hearings

In the event that a parent/guardian files a request for a due process hearing or a request for mediation, the Irvine Unified School District and ICIA shall work together to defend the case, so long as the Charter School operates as a school of the District for special education purposes. In the event that the Irvine Unified School District determines that legal representation is needed, ICIA agrees that it shall be jointly represented by legal counsel of the Irvine Unified School District's choosing. So long as ICIA operates as a school of the District for special education purposes, Irvine Unified School District may initiate a due process hearing or request for mediation with respect to a student enrolled in the school if the authorizer determines such action is legally necessary or advisable. ICIA agrees to cooperate fully with the District in such a proceeding.

So long as ICIA operates as a school of the District for purposes of special education, the school understands that the District shall have sole discretion to settle any matter in mediation or due process. For the purposes of special education, the District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any ICIA student necessary to protect its rights.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. ICIA shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. ICIA shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaint Procedures

Parents and guardians have the right to file a complaint with Irvine Unified School District

and/or California State Department of Education, if they believe that the school has violated federal or state laws or regulations governing special education.

ICIA shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. ICIA shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District, unless otherwise directed by the District. ICIA shall immediately notify the District of any concerns raised by parents. In addition, ICIA and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law. The District's designated representative, in consultation with ICIA's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. ICIA shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

ICIA and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and ICIA shall comply with the District's decision.

ICIA and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA Representation

It is ICIA's understanding that the District shall represent ICIA at all SELPA meetings and report to ICIA of SELPA activities in the same manner as is reported to all schools within the District.

Funding

ICIA understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and ICIA. ICIA anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Charter School acknowledges that the District may be required to pay for or provide Charter School students with placements at locations other than at ICIA's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in the District Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from ICIA of the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at ICIA site.

Contribution to Encroachment

ICIA shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, ICIA shall pay to the District a pro rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice ICIA for the Charter School's pro rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA students (including Charter School students), and multiplied by the total number of Charter School ADA students. The Charter School ADA students shall include all Charter School students, regardless of home district.

Section 504 of the Rehabilitation Act

ICIA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

ICIA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ICIA. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

504 team will evaluate the nature of the student's disability and the impact upon the student's education shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.

Tests are selected and administered to ensure that when a test is administered to a student to assess a specific factor, such as aptitude or achievement level, or whatever factor the test purports to measure, then the test truly gives an accurate account of that factor rather than reflecting the student's impaired sensory, fine or gross motor skills, or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE").

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

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

Title IX and Uniform Complaint Procedures

ICIA shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with ICIA alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ICIA shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ICIA does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

ICIA shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Uniform Complaint Procedures

ICIA shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

Complaints regarding “pupil fees,” including any fee, deposit or other charge that a pupil or a pupil's parent or guardian are required to pay, or any “fee waiver”;
Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ICIA program or activity; and
Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

Legal And Policy Compliance

ICIA shall comply with all applicable federal, state, and local laws and regulations, as it relates to charter schools.

ICIA shall comply with all applicable federal and state reporting requirements, including but

not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

Student Records

When a student transfers for any reason from ICIA to any other school, ICIA shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event ICIA closes, ICIA shall comply with the student records transfer provisions in Element 16. ICIA shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

LCFF Compliance

Charter School Goals and Actions to Achieve the Eight State Priorities

Local Control and Accountability Plan (LCAP)

- In accordance with Education Code Section 47606.5, ICIA 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. ICIA shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The school will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d).
- Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of ICIA's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes will be identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school. Education Code Section 47605(b)(5)(B).

Charter School Annual Goals and Actions

ICIA will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, ICIA’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
To provide students with access to: excellent teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

Local Priorities:

☐:☐:

Specific Annual Actions to Achieve Goal

Staff verifies teacher credentials, CLAD/BCLAD certifications and ensures live scan is completed and documented in employee's personnel file. The Office Manager and Director of Operations will ensure Live Scans. We will recruit, hire, train, coach and retain excellent teachers to provide a rigorous academic program. The Principal will facilitate Professional Development, conduct classroom observations, and coach and guide teachers in their instructional planning, ongoing review of student achievement data, and classroom instruction.

Maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use.

Purchase Common Core aligned curricular and instructional materials.

Expected Annual Measurable Outcomes

Outcome #1: All core subject teachers will be appropriately assigned and credentialed in the subject areas/grade levels and for the pupils they are teaching.

Metric/Method for Measuring: 100% of teachers will be appropriately credentialed and assigned based on personnel files and classroom assignments

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

Outcome #2: All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional materials as outlined in the charter petition.

Metric/Method for Measuring: 100% of students will have access to Common Core aligned ELA & Math Curriculum based on inventory lists, classroom observations and student academic achievement.

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.

Outcome #3: School facilities will be clean, safe, and maintained in good repair.

Metric/Method for Measuring: Ensure facilities are in good repair as documented in annual FIT Report

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good Standing	> 90% of items compliant or good Standing
GOAL #2						
Teachers will participate in professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.				Related State Priorities:		
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> <input type="checkbox"/> Provide extensive Professional Development for entire teaching staff on the following topics: <ul style="list-style-type: none"> ○ Common Core State Standards ELA/ELD, Math, NGSS ○ Data Analysis ○ Differentiated Instruction ○ Principles of Learning <input type="checkbox"/> Provide learning opportunities for teachers and Principal through Conferences 						
ENGLISH LANGUAGE DEVELOPMENT <ul style="list-style-type: none"> <input type="checkbox"/> Coordinator will administer ELPAC assessments annually for all ELs <input type="checkbox"/> Provide designated and integrated ELD instruction as detailed in charter and VPCS EL Master Plan <input type="checkbox"/> Principal and teachers as a PLC will analyze data and discuss student progress and routinely use data to: <ul style="list-style-type: none"> ○ Monitor the progress of ELs and reclassified students ○ Determine specific actions designed to accelerate language acquisition and learning for ELs ○ Develop annual growth targets for ELs <input type="checkbox"/> Principal will reclassify students annually based on school's reclassification criteria. 						
Expected Annual Measurable Outcomes						
Outcome #1: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA. Metric/Method for Measuring: 100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS and research-based instructional strategies as measured by PD agendas and attendance records						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029

All Students (School-wide including all subgroups)	N/A	100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional Development ELA/ELD	100% of teachers will receive Professional Development ELA/ELD
Outcome #2: EL students will develop skills as tracked through ELPAC (or other available external and internal assessments) each year. Metric/Method for Measuring: Will establish growth targets for continuously enrolled ELs using ELPAC Performance.						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
English Learners	N/A	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.	Achieve similar or higher rate of EL growth on the ELPAC each year.
Outcome #3: Develop a Plan to meet growth targets (English Proficiency of ELs) Metric/Method for Measuring: EL reclassification rate will meet or exceed the District's reclassification rate.						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
English Learners	N/A	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;
Outcome #5: Increase numbers of scholars who are reclassified English Proficient. Metric/Method for Measuring: Establish reclassification rate and reclassify at higher rates than surrounding schools.						

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029			
English Learners	N/A	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;	Meet or exceed the District's EL reclassification rate;			
GOAL #3									
Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.				Related State Priorities:					
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6					
				Local Priorities:					
				<input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal									
ASSESSMENTS <ul style="list-style-type: none"> Implement internal reading assessments 5 times/year. Administer Benchmark Common Core aligned math assessments Administer School-wide writing assessment: 3 times/year. Administer Performance Tasks in ELA & Math for Grade 3 and 4 students in preparation for SBAC/CAASPP assessments: 2 times/year. 									
Expected Annual Measurable Outcomes									
Outcome #1: All students, including all subgroups, will meet or exceed growth targets on the CAASPP in the areas of ELA and Math. Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.									
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029			

All Students (School-wide including all subgroups)	N/A	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.	Schoolwide score will reflect or exceed the Resident School Median and each significant subgroup will reflect or exceed its Resident School Median.
Outcome #2: All students, including all subgroups, will meet or exceed annual growth targets on internal assessments in the areas of ELA and Math. Metric/Method for Measuring: Establish annual growth targets for Benchmark assessments in ELA & Mathematics						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	Establish baseline for grades TK/K-2	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.	School Wide and each significant subgroup will have a 2% or higher growth from the prior year in the % who met/exceeded.
GOAL #4						

Provide resources and services to students, teachers, and parents to provide a sense of safety, school connectedness, and active participation in the school community.	<div>Related State Priorities:</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>1 <input type="checkbox"/>4 <input type="checkbox"/>7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>2 <input checked="" type="checkbox"/>5 <input type="checkbox"/>8 </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/>3 <input checked="" type="checkbox"/>6 </div> <div style="border-top: 1px solid black; padding-top: 5px;"> <div>Local Priorities:</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> </div>												
Specific Annual Actions to Achieve Goal													
PARENT/TEACHER PARTICIPATION <ul style="list-style-type: none"> <input type="checkbox"/> Administer an annual parent and teacher survey to receive input on school model and to increase connectedness to the school community <input type="checkbox"/> Provide parent workshops and family nights <input type="checkbox"/> Host school-wide events PARENT DECISION-MAKING/INPUT <ul style="list-style-type: none"> <input type="checkbox"/> Establish and host School Site Council (SSC) Meetings to address the academic support programs to increase ELA & Math student academic achievement. <input type="checkbox"/> Continue to support parent participation and involvement through parent meetings and frequent communication. SCHOOL CLIMATE <ul style="list-style-type: none"> <input type="checkbox"/> Administer student survey to receive input on school model and ways to increase connectedness to the school community <input type="checkbox"/> Host monthly school-wide assemblies to recognize students who exude exemplary behavior. <input type="checkbox"/> Host annual Parent/student orientation. 													
Expected Annual Measurable Outcomes													
Outcome #1: Provide parents – including parents of unduplicated pupils including ELs and SpEd students -- with opportunities for decision-making input in the school's program. Metric/Method for Measuring: Host at least 4 SSC meetings annually to address the school's educational program.													
APPLICABLE STUDENT GROUPS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 10%;">2023-2024</th> <th style="width: 10%;">2024-2025</th> <th style="width: 10%;">2025-2026</th> <th style="width: 10%;">2026-2027</th> <th style="width: 10%;">2028-2029</th> </tr> <tr> <td style="height: 50px; vertical-align: top;">All Students (School-wide including all subgroups)</td> <td style="vertical-align: top;">N/A</td> <td style="vertical-align: top;">Host at least 4 SSC meetings per year</td> <td style="vertical-align: top;">Host at least 4 SSC meetings per year</td> <td style="vertical-align: top;">Host at least 4 SSC meetings per year</td> <td style="vertical-align: top;">Host at least 4 SSC meetings per year</td> </tr> </table>	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029	All Students (School-wide including all subgroups)	N/A	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year
Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029								
All Students (School-wide including all subgroups)	N/A	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year	Host at least 4 SSC meetings per year								
Outcome #2: Ensure active parent participation in school-wide programs/events. Metric/Method for Measuring: 90% attendance of parents at school conferences.													
APPLICABLE STUDENT GROUPS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 10%;">2023-2024</th> <th style="width: 10%;">2024-2025</th> <th style="width: 10%;">2025-2026</th> <th style="width: 10%;">2026-2027</th> <th style="width: 10%;">2028-2029</th> </tr> <tr> <td style="height: 50px; vertical-align: top;">All Students (School-wide including all subgroups)</td> <td style="vertical-align: top;">N/A</td> <td style="vertical-align: top;">90% attendance of parents at school conferences.</td> <td style="vertical-align: top;">90% attendance of parents at school conferences.</td> <td style="vertical-align: top;">90% attendance of parents at school conferences.</td> <td style="vertical-align: top;">90% attendance of parents at school conferences.</td> </tr> </table>	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029	All Students (School-wide including all subgroups)	N/A	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.
Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029								
All Students (School-wide including all subgroups)	N/A	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.	90% attendance of parents at school conferences.								

			es		es	es
Outcome #3: Increase parent involvement in on-campus meetings, workshops, activities and input opportunities. Metric/Method for Measuring: Administer annual parent surveys to obtain feedback/input.						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	Establish benchmark of parents who indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.	Meet or exceed annual goal established in school's LCAP for parent satisfaction rates with opportunities for participation.
Outcome #4: Maintain a high ADA rate school-wide and for all statistically significant subgroups. Metric/Method for Measuring: ADA						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%	Maintain or increase ADA school-wide and for all students with a goal of ≥95%
Outcome #5: Limit chronic absenteeism school-wide including all statistically significant subgroups. Metric/Method for Measuring: Chronic Absenteeism rates.						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	Establish benchmark	Meet annual goals set in school's	Meet annual goals set in school's LCAP to	Meet annual goals set in school's	Meet annual goals set in school's

			LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.	decrease (as needed) chronic absenteeism to maintain low <1% rate.	LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.	LCAP to decrease (as needed) chronic absenteeism to maintain low <1% rate.
Outcome #6: Minimize suspension or expulsion school-wide (including all statistically significant subgroups.) Metric/Method for Measuring: Maintain suspension rate below 5% and expulsion rate below 1%.						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below	Suspension rates will be 1% or below and expulsion rates will be 1% or below
Outcome #7: Establish and maintain high levels of student and teacher engagement in creating a positive school climate. Metric/Method for Measuring: Administer annual teacher and parent surveys						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
All Students (School-wide including all subgroups)	N/A	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents	Administer annual survey for teachers and parents

ELEMENT 3: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Assessments

Assessment allows the Charter School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Because no single assessment provides sufficient information on students' learning in all areas, the Charter School uses multiple assessments, both formative and summative, throughout the school year.

Charter School's use of a variety of assessments reflects best practice and ensures that teachers, parents and students continually have current and accurate information about students' level mastery and areas in which they might be struggling. Teachers regularly use that data to adapt the program to each student's needs. In immersion classrooms, multiple measures are particularly important since it may sometimes be necessary to disaggregate content performance from linguistic performance. For example, some students may comprehend the concept of re-grouping in mathematics but be unable to explain how they arrived at their answer in Mandarin. Determining whether students understand the concept and can use their knowledge in performance may need to be separated from student's ability to verbalize their knowledge. On the other hand, it is also important for students to be able to demonstrate through oral or written language what they have learned; therefore, requiring students to use Mandarin to explain their thinking is also appropriate. Teachers develop, select and use different assessments depending on the lesson or unit goal, children's developmental characteristics, availability of resources, and planned use of the data. Teachers use a combination of the following assessments:

- *school-designed benchmark assessments*: 3 cumulative standards-aligned assessments given periodically during the school year in core subjects;
- *day-to-day teacher-designed and/or curriculum-embedded assessments*: quizzes, unit tests, homework;
- *qualitative observations of the process of learning*: teachers' anecdotal notes, student reflection log, observation of student participation in class; and
- *final products*: scored published writing, final class projects (individual or group). The Charter School gives writing assessments at all grade levels in various genres, with aligned Mandarin and English rubrics. The Charter School will also create capstone projects for middle school to capture and highlight students' interdisciplinary learning from the school year.

Mandarin language proficiency is assessed using the following research-based and widely-used assessments:

- K- Grade 2: LinguaFolio, developed by members of the National Council of State Supervisors for Languages (NCSSFL), is a proficiency-based assessment tool designed to document individual student performance and align a language program with internationally accepted criteria.
- Grades 3-5: Standards-based Measurement of Proficiency (STAMP), by Avant Assessment. STAMP is an entirely Web-based assessment, statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based."¹⁷

Students are also assessed through state-mandated tests (e.g., California Assessment of Student Performance and Progress (CAASPP) assessment system) in English, Math and Science.

Charter School Annual Goals and actions to Achieve State Priorities

Measurable Goals	LCFF Priority	Assessment Tools	Frequency
Goal #1 To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well- maintained and in good repair	#1 #7	<ul style="list-style-type: none"> • Teacher Credentialing • Interim assessments in ELA • Interim assessments in Mathematics • ELA Benchmark • Math Benchmark • Performance/Project Based Tasks • Norm-referenced assessment (NWEA MAP) 	<ul style="list-style-type: none"> • Upon hiring and annual monitoring • Ongoing • Every trimester • Every trimester • Beginning, Middle, End of year

¹⁷ For more information on STAMP, see <http://onlinells.com/stampplace.php> 63 For more information on HEC, <http://www.collaborative.org/>

		<ul style="list-style-type: none"> Teacher-created formative/summative assessments ELPAC SBAC Parent Surveys 	<ul style="list-style-type: none"> Ongoing basis End of year Ongoing 2x per year
Goal #2 Teachers will participate in professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.	#2 #4	<ul style="list-style-type: none"> ELPAC EL Progress Monitoring Teacher Survey 	<ul style="list-style-type: none"> End of year Ongoing 2x per year
Goal #3 Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.	#4 #8	<ul style="list-style-type: none"> School-Wide Writing Assessment Basic Phonics Skills Test Diagnostic Reading Assessment EL Progress Monitoring Personal Learning Plan 	<ul style="list-style-type: none"> Beginning, Middle, End of year Beginning, Middle, End of year Ongoing until students RFEP Ongoing student reflection

Goal #4 Provide resources and services to students, teachers, and parents to provide a sense of safety, increased school connectedness, and active participation in the school community.	#3 #5 #6	<ul style="list-style-type: none"> • Formative Assessment • Parent Surveys • Student Surveys 	<ul style="list-style-type: none"> • Ongoing • 2x per year • 2x per year • Trimester
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Use and Reporting of Data

Access to information and transparency will be key for ICIA. ICIA will have access to a comprehensive Student Information System (SIS) to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home. Recognizing that not all families have internet access at home, ICIA will also send regular paper communication home to families, make phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Principal, in collaboration with the School's data coordinator and all school staff, will be responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at ICIA will be engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers will analyze data both individually and do so regularly in teams to build their knowledge and understanding of student needs and progress. Data will help to inform teachers about student performance and to identify areas of focus for individual students and entire classes.

Grade-level teams will meet regularly to discuss data with each other as well. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

School Accountability Report Card (SARC)

ICIA will compile the necessary data to create a SARC at the end of each school year. State law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information

- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Reporting to Parents

ICIA will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Additionally, families will have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children bring home from school. Finally, student-led conferences at the end of each semester will provide an opportunity for parent discussion, input, and involvement.

ELEMENT 4: GOVERNANCE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

ICIA operated by South Coast Charter School Association, a non-profit public benefit corporation. The Board of Directors of ICIA holds the fiduciary responsibility for the organization and each of the schools it operates.

General Provisions

ICIA will be a directly-funded independent Charter School and will be operated by South Coast Charter School Association, a California non-profit public benefit corporation, pursuant to California law (“SCCSA” or the “Corporation”), upon approval of this charter.

ICIA will operate autonomously from Irvine Unified School District with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and ICIA. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of ICIA, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by ICIA, as long as the District has complied with all oversight responsibilities required by law.

ICIA shall comply with the Brown Act (Government Code §54950 et seq.), the Public Records Act (Government Code 6250 et seq.), the Political Reform Act (Govt. Code §81000 et seq.) and Govt. Code §1090 et seq.

All employees and representatives of ICIA, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws and nonprofit integrity standards.

ICIA shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter.

Please refer to the Appendix for ICIA’s Articles of Incorporation, Bylaws, and Conflict of Interest Code.

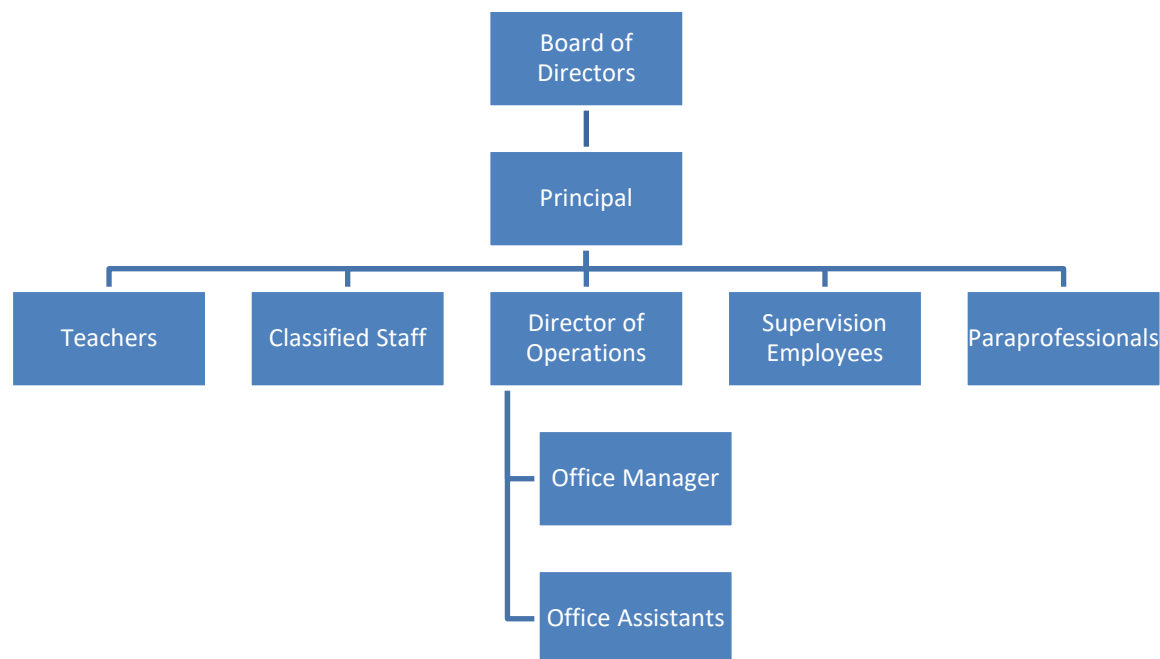
Ethics Training

Effective January 1, 2023, board members and other employees designated by the board must now complete the “AB 1234 Ethics Training” every two years commencing on or before January 1, 2026.

Agencies must keep a record of training completion for five years and make it available for public inspection.

Governance Structure

The organizational chart below depicts ICIA'S leadership structure. The following organizational chart shows the relationship among the governing board, central office leadership, school-site leadership, and school-site staff.



Board of Directors

ICIA Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted to, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern ICIA in a manner that enables the school to achieve its mission as stated in its charter. The Board's role is one of oversight of the school's management, specifically, oversight and management of the Principal.

The officers of the board will be a President, a Secretary, a Treasurer and a Vice President. The officers will be elected by the Board of Directors. Neither the Secretary nor the Treasurer may serve concurrently as the president.

Board Responsibilities

The Board of Directors ("Board") is fully responsible for the operation and fiscal affairs of

ICIA including, but not limited to, the following:

Oversight of the school: The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is responsible for the achievement of the school's goals set out in the school's petition. The Board is responsible for monitoring the School's adherence to the mission and vision.

1. **Approving and monitoring School budget and financial resources:** School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school's financial performance and position at each meeting. The Board is responsible for financially managing the school, including budget development and monitoring, and establishing fiscal controls.
2. **Ensuring an annual financial audit:** The Board hires the school's auditor, reviews and approves the annual audit, and, if necessary, adjusts policies and procedures.
3. **Hearing appeals by parents:** The Board hears appeals by parents on matters of student discipline, including student suspension and expulsions.
4. **Ensuring legal and ethical integrity:** The Board of Directors ensures that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
5. **Fundraising:** The Board of Directors assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
6. **Strategic planning:** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
7. **Selecting, evaluating, and holding school leaders accountable:** The Board of Directors is responsible for selecting and dismissing the Principal of the school. The Principal oversees the school's administrative team and overall school operations and instructional program.
8. **School Policies:** The Board of Directors is responsible for establishing and delegating the implementation of school policies, including but not limited to: admissions, employment and personnel matters; student discipline; and special education.

Board Composition

The ICIA Board consists of 3-9 board members. In addition, the District reserves the right to appoint a single representative to the ICIA governing board pursuant to Education Code section 47604(c). The Board is comprised of community members who, first and foremost, actively support and promote ICIA and its charter school, and who are dedicated to its educational outcomes. Board composition and matters of Board governance are determined by the ICIA Bylaws, included in the Appendix.

The initial board members are listed in the table below.

Board Member	Position	Professional Expertise
James Guo	President	See page 11
Wendi Chen	Vice President	See page 11
Stephen Hsu	Treasurer	See page 11
Beatrice Tseng	Secretary	See page 11

Board Member Selection

Board officers shall be selected at an annual meeting of the Board of Directors. Board members shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the board member has been removed from office. Additional information on the Board Member Selection is found in the ICIA's Bylaws.

The qualifications for board members are generally: the ability to attend Board meetings, a willingness to actively support and promote ICIA, and a dedication to its educational goals. Board members must also bring a desired strength to the board which the Board of Directors may identify.

Board Procedures and Operations

Board meetings shall be conducted at the school site to ensure community, stakeholder and parent participation and attendance at the meetings. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board will set its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates will be posted on the school's website, as well as in the school's main office. The following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Principal and Board President,

generally one week prior to the scheduled board meeting

2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.
3. The agenda is posted at least 72 hours prior to any regular board meeting at the school site (in locations where it is visible to parents, visitors, students, and staff), and on the school's web site.
4. An e-mail with the agenda and all pertinent attachments is sent to all Board Members and all ICIA employees. Hard copies of the agenda and meeting materials will be made available at the meeting location.
5. The specific procedure for calling a Special Board meeting will be governed by the Brown Act.

Board Decision Making Process

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.) Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another and all other requirements of the Brown Act are met.

Board Professional Development

Board members will receive training during the board recruitment and orientation process, as well as annual refresher training in at least the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard School budget and compliance

- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

Key Staff and Committees

Principal

The Principal will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for ICIA and other future charter schools. The Principal will oversee and evaluate the school Staff in all aspects of the operation of the school, the implementation of the instructional program, and student achievement goals. Overseeing all aspects of the organization, from administration to fundraising, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

The Principal will have primary responsibility for the implementation and management of all aspects of the school performance and operations for ICIA. Overseeing all aspects of the daily operations, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, and faculty members. The principal will have oversight of the academic administrator in the implementation of the instructional program and the academic goals of the school.

Parent Involvement in Governance

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

ICIA believes that parent involvement translates into increased student achievement. ICIA encourages, honors, and respects parent voice. Parent involvement and the inclusion of the parent voice are essential and are ensured in the following ways:

School Site Council

The School Site Council (SSC) consists of parents, community members, teachers and the Principal. ICIA's SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns. The Principal will be responsible for submitting the minutes of each School Site Council meeting to the ICIA Board. All SSC members, along with all employees and community members, are encouraged to attend and voice their desires and opinions at the school's governing board meetings.

School Site Council teacher representatives are selected by the teaching staff on an annual

basis. The classified representative and the parent representatives are selected on an annual basis by their respective groups.

School Site Council meetings are scheduled in advance for the entire year and will be held monthly.

Parent Meetings

School-parent meetings are held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We will have monthly standing Coffee with the Principal meetings and, at times, will hold additional meeting, if necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed or as requested by parents. Parents are encouraged to serve on the School Site Council. Parents are consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.

Surveys

An annual parent satisfaction survey is sent home and collected to obtain a sense of parent and student satisfaction. The results of this survey are shared with the entire staff of the school, the School Site Council, the Board of Directors, and at the Coffee with the Principal meeting.

Volunteer Opportunities

No parent or guardian of an ICIA student will ever be required to perform volunteer hours as a condition of their student's attendance at ICIA. Parents, however, will be provided many opportunities for volunteering at ICIA, if they choose to do so. Parents will be welcomed if they wish to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, clerical support, and supervision of student field trips, supporting and organizing parent meetings. Parents determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths, and free time.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

General Assurances

ICIA shall ensure that all credentials are equal to those required by the district as applicable by required by law for Core and College prep courses.

ICIA shall ensure that all teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA.

ICIA shall ensure no discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law

ICIA shall ensure that the Charter is a School of Choice and no employee will be forced to work there.

ICIA shall ensure that it will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

ICIA shall ensure that it will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

ICIA shall ensure that it will comply with all State and federal mandates and legal guidelines relative to ESSA.

Employee Code of Conduct

ICIA shall develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians each July 1 and will post the code on the school's web site.

Equal Employment Opportunity

ICIA acknowledges and agrees that all persons are entitled to equal employment opportunity. ICIA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity

shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESSA and Credentialing Requirements

ICIA shall adhere to all requirements of the Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. ICIA shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. ICIA shall maintain current copies of all teacher credentials and make them readily available for inspection.

Staffing Plan

The following table outlines ICIA's staffing plan over its first five years of operation.

SALARY POSITIONS PROJECTION	OBJ Code	2023-24	2024-25	2025-26	2026-27	2027-28
Positions Listed as FTE						
Certificated Classroom Teacher	1100	9.00	11.00	13.00	14.00	14.00
PE, Art, Music Teacher	1100	1.50	2.00	2.00	2.50	3.00
Principal	1300	1.00	1.00	1.00	1.00	1.00
Vice Principal	1300	-	-	1.00	1.00	1.00
Instructional Aide / Paraprofessional	2100	6.19	7.56	8.94	9.63	9.63
Supervision Aide	2200	1.38	2.06	2.75	3.44	4.13
Custodian	2200	1.25	1.25	1.88	1.88	2.50
Meal Clerk	2200	1.00	1.00	1.00	1.00	1.00
Health Assistant	2200	0.50	0.50	1.00	1.00	1.00
Director of Operations	2300	0.50	1.00	1.00	1.00	1.00
Office Manager	2400	1.00	1.00	1.00	1.00	1.00
Office Staff	2400	0.50	1.00	1.00	1.00	1.00

23.81 29.38 35.56 38.44 40.25

<i>Health Benefits Eligible - Cert</i>	<i>11.50</i>	<i>14.00</i>	<i>17.00</i>	<i>18.50</i>	<i>19.00</i>
<i>Health Benefits Eligible - Class</i>	<i>3.00</i>	<i>4.00</i>	<i>4.00</i>	<i>4.00</i>	<i>4.00</i>

Staff Member Selection

ICIA shall select its own staff. The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, age or disability. ICIA shall comply with all state and federal laws regarding background checks and clearance of all personnel.

Staff Recruitment and Selection

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. A committee will conduct interviews of teacher candidates and arrive at a consensus to forward to the Principal. All instruction staff will ultimately be hired by the Principal based on recommendations from the committee. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from ICIA of the job offer. ICIA will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part- time basis depending on the job function and individual agreement. The Principal will have final approval over all hiring.

ICIA will not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, politics, sex, sexual orientation, age, disability, or other federally protected classes.

When there is a vacancy in the instruction staff, an ad hoc committee will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Principal’s approval on all hiring recommendations

ICIA will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. ICIA will also require all employees to furnish before the start of employment:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)

- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status

ICIA will maintain these records for each employee pursuant to Educational Code Section 44237 and other applicable law.

Job Descriptions: Key Staff

Principal

The Principal's primary responsibility is the strategic development, implementation, and management of all aspects of school performance and operations including the administration of the school. The Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community organizations. The principal is passionate about the mission and commitments of ICIA, and exhibits this through his/her development, leadership, and execution of school culture, staff development, student rigor, and operational responsibilities.

Responsibilities

Human Resources

- Recruit, hire, prepare and support high quality school leaders
- Develop and maintain a cohesive culture which reflects ICIA'S values
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions.
- Student Recruitment
- Evaluation of Staff (Principal)

Staff Leadership & Development

- The Principal will implement, motivate, lead, and mentor teachers to better instructional practices and increase content expertise, performance, and rigor of lesson implementation.
- The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals, and facilitating weekly professional development/staff meetings.

External Responsibilities

- Budget development and school finance
- Audits
- Negotiate all service provider contracts for Board Approval
- Legal (Personnel, Special Education, Insurance, etc..)

- Facilities maintenance
- Charter advocacy & policy legislation
- PR-Media
- Payroll oversight
- Work with local media to create a strong, positive local presence

Strategic Planning

- WASC Accreditation support
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Academic Rigor

- The principal will develop and implement a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback, and a plan to address students who are struggling.
- The principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth.

School Culture

- The principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed, based on the clear vision of the desired culture for the school.
- The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Teaching experience preferred but not required
- Experience in guiding school processes and procedures

- Experience in creating and delivering compelling presentations to diverse group of stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving ability, to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process
- A current California teaching credential, Master's degree, and an Administrative credential are preferred
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Vice Principal

Support the principal in providing leadership at the school site by providing curriculum and instruction leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining safety of school environment; coordinating site activities; communicating information to staff; and addressing situations, problems and/or conflicts that could negatively impact the school.

Responsibilities

- Plan, organize, control and direct instructional activities, extracurricular events, special programs and school site operations;
- Confer with Office personnel regarding staff, programs, students, finances and legal requirements.
- Implement and modify the school's mission, goals, objectives and programs as needed. Interview, select, direct, evaluate and supervise certificated and classified personnel; assign faculty, Counselors and other staff as appropriate to meet school objectives.
- Direct and participate in a planned program of formal and informal classroom visitations and observations; recommend discipline, reassignment or termination action as appropriate; document evidence of substandard performance.
- Enforce applicable codes, policies and laws; administer school discipline and intervention policies and safety programs.
- Assist in planning and directing the business operations of school, developing and administering the school budgets; assure proper allocation of funds for instructional and non-instructional equipment and materials.
- Direct the evaluation and revision of curricular and instructional programs in cooperation with the principal; communicate with teachers to assure instructional programs meet student needs and District requirements.
- Analyze data and develop and implement plans for instructional improvement

growing out of program assessment.

- Establish, coordinate and maintain communication with community and parent groups, law enforcement and other officials.
- Prepare and write correspondence, bulletins and other communications on behalf of the school; arrange for school-level public relations and publicity for special events and achievements as appropriate.
- Supervise or provide for supervision of students on campus before and after school; monitor students during lunch, recess and other activities; discipline students according to established guidelines. Assure the health, safety and welfare of students.
- Oversee attendance, behavior management, counseling, guidance and other student support services.
- Assist in the implementation of staff development and in-service training; update staff on revised policies and procedures and implement changes as needed.
- Attend meetings with faculty, parents and community representatives and present and/or chair as assigned; manage student/parent appeals; attend IEP and other meetings as assigned.
- Assist principal to respond to and resolve parent, student and staff complaints.
- Assist the principal and director of operations with the preparation and maintenance of a variety of school, County, State and federally-mandated records and reports regarding student attendance, welfare, discipline, safety, academic achievement, certification for graduation and others as directed.

Qualifications

- Current California teaching credential.
- A master's degree in education or an equivalent preferred; Bachelor's degree required.
- 5 years of experience as a teacher in a charter school or in an educational organization.
- Experience in school leadership roles, especially at the elementary level.
- Experience in creating and delivering presentations to diverse group of stakeholders.
- Excellent interpersonal communication and writing skills.

Director of Operations

The Director of Operations will be an integral member of the leadership team and will lead and manage all school-based work that is not directly related to instruction and school culture. The Director of Operations will assume a variety of operational responsibilities: from overseeing implementation of the school's financial systems to gathering and analyzing school data to ensuring that the school has sufficient materials to equip its staff and serve its students. The Director of Operations will also supervise the school's Office Manager.

Responsibilities

Safety & Compliance

- Ensure that students, employees and visitors are safe at all times and that the school is ALWAYS compliant with applicable federal, state and local laws, regulations and policies by:
 - Annually, developing and ensuring strong and consistent implementation of a school-wide comprehensive school safety plan.
 - Ensuring that all school-based staff are appropriately trained and prepared to implement emergency protocols and basic safety policies and plans.
 - Developing and overseeing implementation of a comprehensive charter school authorizer and compliance calendar.

Finances & Accounting

- Oversee the school's implementation of fiscal policies and procedures partnering with the school's back-office financial services provider:
 - Ensure all invoices are paid on time.
 - Manage vendor relationships.
 - Ensure back-office provider has access to correct information for processing payroll.
 - Ensure that all school purchases are pre-approved in writing according to fiscal policies and procedures.
 - Manage cash receipts and deposit protocols in accordance with school's fiscal policies and procedures.

Resources, Inventory, & Procurement

- Develop and maintain a school-wide inventory and procurement management system in order to ensure that:
 - All students and teammates have access to appropriate resources, technology and materials at all times.
 - All school resources and assets are accounted for and protected.
 - There is a system for swiftly locating and delivering needed resources.
 - The teacher supply area is always well stocked, and all technology is up and running smoothly.
 - Maintain accurate records of all financial transactions and submit them to the school's third-party finance staff for processing.
 - Participate in monthly meetings to review/account for budget variances; monitor usage of the school credit card.
 - Ensure adherence to school's fiscal policies and procedures by direct reports;

participate in annual financial audit process by providing documentation as needed to auditors.

- Manage school's purchasing process by ensuring that orders are correctly placed with vendors, delivery is tracked, and inventory levels are appropriately managed.

Human Resources

- In cooperation with the school's back-office financial services provider and payroll processor:
 - Serve as school's custodian of records clearing all new employees for hire and maintaining careful and compliant employee records.
 - Design and lead the school's new hire on-boarding process to ensure that every employee is ready for work on day one with the appropriate documentation in place and access to basic resources to perform their role.
 - Manage benefits offerings working closely with school's benefits brokers.
 - Manage credentialing support and pathways toward full credentialing for all teachers on emergency permits or waivers and support out-of-state transfer candidates in moving their credentials in state.
 - Ensure that the school's human resources practices always align with industry standards, best practices, and applicable employment laws and regulations.

Program Operations

- Facility: Oversee the operation team's work to create and maintain physical spaces within and across the facility that are safe, clean, organized, bright, joyful and studently; ensure the maintenance of campus facilities, including scheduling/meeting vendors and handling after-hours facilities emergencies.
- Student services: Manage the school's food service operations and other services by coordinating with service providers and overseeing full implementation of vendor contracts and required compliance.
- Events and field trips: Provide oversight of the planning and execution of school special events, such as field lessons, academic conferences, and graduation.

Qualifications

- Bachelor's degree from a competitive 4-year college or university.
- Bilingual in English and Chinese required.
- Minimum of two years of school-based operations experience highly preferred.
- Flexibility and ability to multi-task; capacity to work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions.
- High level of personal organization, planning, and follow-through.
- Extreme attention to detail.

- Strong communication and relationship-building skills.
- Strong computer skills, and ability to quickly adapt to new computer programs and software.
- Collaborative team player excited to support the work of the school.

Classroom Teachers

- Fosters a safe and nurturing learning environment
- Organizes classroom systems/procedures and manages student behavior to ensure that all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Develops lesson plans according to the CA CCSS and CA State Content Standards
- Builds strong relationships with students and parents
- Identifies students' areas for improvement and is able to work with students, families, and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes.
- Collaborates with the Resource Specialist to meet the needs of all students
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess a current California teaching credential

Skills

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

Office Manager

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.
- Coordinate substitute teacher coverage by first communicating with teachers.

- Supervise and delegate duties to Office Assistants.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with the Principal, Vice Principal and teachers regarding any project or special requests.
- In charge of parent correspondence and mailings.
- Responsible for the maintenance, storage, and security of all student files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.

Qualifications

- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel Skills
- Bilingual in Chinese preferred
- Must have excellent management and organizational skills and a positive attitude

Office Assistants

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.

Qualifications

- Possess a BA/BS degree

- Must have prior experience working with students in a learning environment
- Strong Math skills are strongly preferred

Skills:

- Bilingual in Chinese preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient, and willing to learn.

Supervision Employees

- Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
- Enforces activity and safety rules in school buildings and on school property.
- Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the principal, or another designated certificated employee.
- Works with the school staff in alleviating behavioral problems occurring during supervision periods.
- Assumes responsibilities in inclement weather as assigned by the principal or other certificated employee.
- Check restrooms in the morning, during breaks, lunch, and after school.
- Constant movement throughout the school, i.e. eating area, bathroom area, playground.

Job Duties

- Maintain acceptable standards of behavior among students
- Maintain poise, exercise tact and good judgment
- Encourage students in games and activities
- Collaborate and work effectively with school personnel, community representatives, parents, and students
- Follow school policies and procedures
- Work indoors and outdoors.
- Understand and follow oral and written directions

Paraprofessionals

- Fosters a safe and nurturing learning environment
- Assists the teacher in maintaining classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Builds strong relationships with students and parents
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

Qualifications

- Meet the requirements of the ESSA (AA degree)

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

ELEMENT 6: HEALTH AND SAFETY

Governing Law:

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Ed. Code section 47605(b)(5)(F).

Health, Safety, and Emergency Plan

ICIA shall have a comprehensive site-specific health, safety and emergency plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. The Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. ICIA shall ensure that all staff members receive annual training on ICIA's health, safety, and emergency procedures, including but not limited to training on child abuse and blood borne pathogen awareness and reporting, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Pursuant to Assembly Bill 1747 [2018], the Charter School shall develop its comprehensive school safety plan pursuant to the requirements of AB 1747 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

Pursuant to the requirements of Senate Bill 906 (2022), the school safety plan shall include content developed by the California Department of Education, on or by July 1, 2023, that includes, at minimum:

- Parent/guardian annual notice regarding California's firearms child access prevention laws and laws relating to the safe storage of firearms;
- Require school officials whose duties involve regular contact with pupils in grades 6 to 12, and who is alerted to or observes any firearm threat or perceived threat, to immediately report the threat or perceived threat to law enforcement;
- Law enforcement must immediately conduct an investigation and threat assessment, including a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a schoolsite search.

Sexual Harassment

ICIA is committed to providing a school that is free from discrimination and sexual

harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ICIA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with ICIA's anti-discrimination and harassment policies.

ICIA will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

Suicide Prevention Policy

Pursuant to the requirements of Ed. Code §215, ICIA's governing board shall ensure that its policy on pupil suicide prevention in grades 1 to 6, inclusive, was developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, including the needs of high-risk groups, including, but not limited to, all of the following, youth bereaved by suicide, youth with disabilities, mental illness, or substance use disorders, youth experiencing homelessness or in out-of-home settings, such as foster care, lesbian, gay, bisexual, transgender, or questioning youth. In addition, the policy shall address any training to be provided to teachers of pupils in grades 1 to 6, inclusive, on suicide awareness and prevention.

All materials approved by the charter school for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services, and these materials may also include programs that can be completed through self-review of suitable suicide prevention materials.

The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

Tribal Regalia/Objects of Religious or Cultural Significance

ICIA shall allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by the charter school and may, under specific circumstances as set forth in the law, limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Public School Fair Debt Collection Act

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, ICIA shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

Mental Health Services

Pursuant to the requirements of Assembly Bill 2022 [2018]), ICIA will notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided and shall comply with all other applicable provisions of the Act.

The Charter School shall comply with the requirements of Senate Bill 14 (2022) , which requires charter schools to excuse (an “excused absence”) a student between the ages of 6 and 18 for behavioral or mental health services.

In addition, pursuant to Senate Bill 224 (2022), charter schools that offer one or more courses in health education to pupils in middle school or high school must include in those courses reasonably designed instruction on the overarching themes and core principles of mental health.

The instructional and related materials must be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

The CDE must also develop plan to expand mental health instruction in California public schools on or before January 1, 2024.

Bullying Prevention

Pursuant to the requirements of Assembly Bill 2291 (2018), ICIA shall adopt procedures for preventing acts of bullying, including cyberbullying and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention.

Child Hunger Prevention and Fair Treatment Act

ICIA shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017, and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

Migratory Children

ICIA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. ICIA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

Homeless Youth

Pursuant to the requirements of Assembly Bill 27 (2022) and Senate Bill 400 (2022), the Charter School shall: Identify all homeless youth enrolled at the school; Annually administer a housing questionnaire, to be developed by the CDE, to identify homeless youth; Post on its web site the name and contact information for the homeless youth liaison and the educational rights and resources available to homeless youth; Establish three county offices of education throughout the State to act as technical assistance centers for schools regarding homeless youth rights and school responsibilities.

Diabetes Information

The CDE must develop type 1 diabetes informational materials for parents and guardians of pupils and make these materials available to charter schools through the CDE's web site.

On and after January 1, 2023, charter schools must make these materials available to the parent or guardian of a pupil when the pupil is first enrolled in elementary school and as part of its annual notifications.

Emergency Preparedness

The school's safety plan shall address, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The school will adopt a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Family Educational Rights and Privacy Act (FERPA)

ICIA, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

ICIA shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law:

1. All employees of ICIA,
2. Any employees of vendors or independent contractors providing school-site services who may have contact with students, and
3. All volunteers and contractors who will be performing services that are not under the direct supervision of a Charter School employee.

ICIA shall maintain on file and available for inspection evidence that:

1. The School has performed criminal background checks and cleared for employment all employees prior to employment, and
2. The School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students.

ICIA shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Additional Procedures and Assurances for Background Checks

- ICIA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel
- ICIA will comply with all State and federal laws concerning the maintenance and disclosure of employee records.
- ICIA will conduct criminal background check for employees and contractors as required by Ed. Code 44237 and 45125.1.
- ICIA will ensure non-credentialed staff submit two sets of fingerprints to the California Department of Justice
- ICIA will name staff responsible for monitoring compliance and quarterly Board reports
- The Board President shall monitor the fingerprinting and background clearance of the Principal
- Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering

Immunization and Health Screening Requirements

ICIA shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. ICIA shall maintain TB clearance records on file.

ICIA shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. ICIA shall maintain immunization records on file.

Medication in School

ICIA will adhere to Education Code Section 49423 and any attendant regulations regarding administration of medication in school, including all applicable laws and regulations as they pertain to the administration of epinephrine auto-injectors. ICIA has developed a comprehensive set of policies and procedures to ensure compliance with these laws and regulations.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. Staff will undergo all training required by law as necessary to ensure full compliance with the laws and regulations governing mandated reporters.

Tuberculosis Risk Assessment and Examination

Faculty, staff and regular volunteers will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and every four years as required by Education Code Section 49406 and any attendant regulations.

Safe Place to Learn Act

ICIA shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

ICIA', including ICIA's Custodian of Records, per California Department of Justice for employee clearances, is the Principal.

Drug Free, Alcohol Free, Smoke/Vapor Free Environment

ICIA shall function as a drug, alcohol, vapor and tobacco free school and workplace.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis as applicable to EC Section 49450, et seq., as applicable to the grade levels served by the school.

Blood-borne Pathogens

ICIA shall meet all state and federal standards regarding blood-borne pathogens. The Board shall establish a written infectious control plan (including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV")).

Facility Safety

In the event ICIA occupies privately owned facilities, ICIA will comply with Education Code Section 47610 regarding the safety of its facilities. Sprinkler systems, fire extinguishers, and fire alarms will be tested annually and maintained properly. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities). The school shall obtain a Certificate of Occupancy prior to the beginning of the school year and shall schedule regular fire inspections as required by law.

Health and Wellness of Students

Improving student nutrition is one of the primary goals of ICIA. ICIA aims to achieve this through USDA's core child nutrition programs: 1) The National School Lunch Program, 2) The School Breakfast Program, and 3) The Summer Food Service Program.

These programs will allow ICIA to offer healthier snack foods for the students, while eliminating junk food served to students. Although ICIA will contract its meal service program, all meals for students will be prepared in a manner which meets the USDA's guidelines of the Healthy, Hunger-Free Kids Act of 2010. Student meals will have reduced fat, saturated fat, sugar, and sodium, while promoting products that have whole grains, low fat dairy, fruits, vegetables or protein foods as their main ingredients.

ICIA will develop and implement a school wellness policy per the requirements of the Healthy, Hunger-Free Kids Act of 2010. The HHFKA requires that the local school wellness policy, at a minimum, include:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness.
- Nutrition guidelines for all foods and beverages available on school campus during the school day.
- Requirements that Stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness

policy.

- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public.
- Public notification informing and updating them (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy.
- Local designation must include one or more local education agency officials or school officials to ensure that each school complies with the local school wellness policies.¹⁸

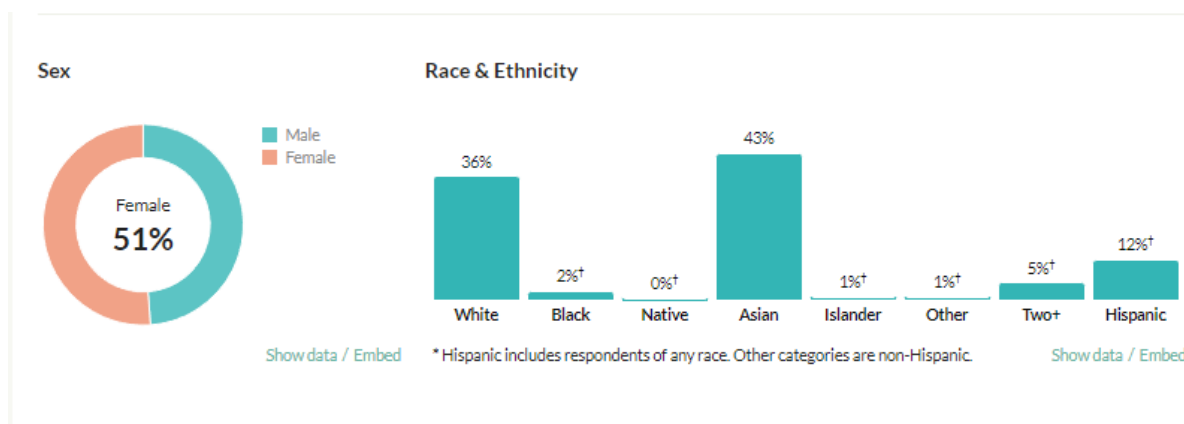
¹⁸ <http://www.cde.ca.gov/ls/nu/po/ceflocalwell.asp>

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Ed. Code section 47605(b)(5)(G).

Charter School / District Demographics

ICIA will strive to maintain a demographic profile that closely matches the District. The current demographic profile of the District is shown below.



Outreach Efforts to Reach Racial and Ethnic Balance

In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. ICIA is committed to serving all students. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school by flyers and phone conversations with local community-based organizations. All community recruitment outreach will be conducted throughout the year on an on-going basis.

ICIA will notify parents and students in the community through the following methods:

1. Provide information handouts to businesses frequented by local community

members. The flyers will include enrollment period and lottery information (location, date, time).

2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
3. Flyers in Chinese and English announcing the enrollment period will be distributed to the local elementary schools. The flyers will include enrollment period and lottery information (location, date, time).
4. ICIA will participate in presentations at local elementary schools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time). ICIA will only participate if invited by the local elementary school to attend the parent meeting.
5. ICIA's web site will contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach will be done in both Chinese and Spanish.

Racial and Ethnic Balance

Because of ICIA's comprehensive effort to reach a large number of groups representing diverse populations that exist in Irvine, we believe the result will be a racial and ethnic balance that is reflective of the district/the area we serve. ICIA will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. We will also keep documentation of the efforts the school has made to achieve racial and ethnic balance on file.

ELEMENT 8: ADMISSIONS

Governing Law:

Admission requirements, consistent with Ed. Code 47605 subdivision (e).

In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

A charter school shall admit all pupils who wish to attend the charter school.

If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

Each type of preference shall be approved by the chartering authority at a public hearing.

Preferences shall be consistent with federal law, the California Constitution, and Section 200.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide

that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

When a parent, guardian, or pupil inquires about enrollment.
Before conducting an enrollment lottery.
Before disenrollment of a pupil.

A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

The department shall develop a template to be used for filing complaints pursuant to clause (i).

Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department. . Ed. Code section 47605(b)(5)(H).

Senate Bill 75

ICIA will at all times abide by the requirements of SB 75 (2019-2020), which prohibits charter schools from discouraging students from enrolling or encouraging existing students to disenroll for any reason and requires charter schools to provide specified information to parents and students regarding enrollment in the school.

McKinney-Vento Homeless Assistance Act

ICIA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. ICIA shall provide specific information in its outreach materials, website, at community meetings, and other open fora that notifies parents that the school is open to enroll and provide services for all students.

Non-discrimination

ICIA shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. ICIA may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

ICIA shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Enrollment Process Admission Requirements

ICIA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There will be no admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the school are requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance will not impact their student's admission. The principal will work to assure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

Transitional Kindergarten

ICIA shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to ICIA, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at ICIA shall be considered existing students of ICIA for purposes of ICIA's admissions, enrollment, and lottery.

Student Recruitment

ICIA, in order to recruit low-achieving, economically disadvantaged students and students with disabilities, will do the following:

- Students will be recruited from within the boundaries of the District where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in Chinese and English announcing the enrollment period will be distributed to the local elementary schools with the consent of that school's administration. The flyers will include enrollment period and lottery information (location, date, time).
- ICIA will participate in presentations to local elementary schools with the approval of the local school administration. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
- There will be no qualifications required for admission to ICIA and all students will be encouraged to apply.

Admissions Preference

Admissions preference shall first be extended to pupils currently attending the charter school and pupils who reside in the Irvine Unified School District except as provided for in Education Code section 47614.5.

Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. As such, ICIA proposes to extend an additional admission preference to siblings of already enrolled students, which preference shall only be extended after the first two preferences noted above are extended.

Implementation of a Public Random Drawing

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the

time of the application deadline, students will be admitted to the school through a public random drawing.

Following the open enrollment period each year, applications will be counted to determine if any grade level has received more applications than spaces are available. In the event that this happens, the school will hold a public random drawing, which will be advertised through the enrollment request (copy given to parents upon completion) as well as the lottery date included on all flyers.

This lottery will determine enrollment for the impacted grade level(s), with the exception of existing students of the Charter School, who are guaranteed enrollment in the following school year.

The random public drawing shall be conducted as follows:

Transitional Kindergarten and Kindergarten lotteries will be conducted first, following the preferences listed above. In grades 1 through 5, if space is available, these spaces will be filled through the lottery following the preferences listed above.

Enrollment requests for each grade level are kept separate. If the number of space requests in each grade level does not exceed the grade's capacity, all students applying for enrollment in that grade will be eligible for enrollment. When a grade level requests exceeds the grade's remaining available seats, then the lottery's random drawing process will be used until capacity is reached. A student whose space request is drawn will be listed by the number drawn and shall be considered an eligible student for enrollment. The parents will be notified through a phone call and letter from the school office. Once parents are notified, they will have two days to decide if they want to enroll or withdraw from the school.

After all grade levels have reached capacity, a waitlist will be established based on the order of the space requests picked during the lottery. This list will be kept in the main office, and will be available for the public to view during the entire school year. following the lottery.

Parents and students will be informed of the rules of the public random drawing at the time they fill out an "enroll request/lottery form" for admission into the school. Rules of the public random drawing will be printed on the space request and those completing a space request will receive a copy of their completed form. The rules are also available for all staff and other interested parties by request and on the school's web site.

The lottery will be performed by one of the administrators and two other school staff members consisting of office personnel.

After all grade levels have reached capacity, a waitlist will be established based on the order of the enrollment request/lottery form picked during the lottery. Within one week of the lottery, parents will be notified of their status on the waitlist. When students are moved

from the waitlist to the eligible enrollment list based on grade level capacity, parents will be notified by telephone or mail by the office manager.

Waitlists will be maintained for the current enrollment year only. Waitlists will not carry over to the following year and those applicants on the waitlist must re-apply the following year.

Any enrollment forms received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a waitlist will be placed in the first position on a waitlist for that grade.

Once placed on a waitlist, a student will remain on the list until one of the following occurs:

1. The student is accepted into the charter school as space becomes available and enrolls in the charter school.
2. The parent/guardian requests that the student be removed from the wait-list.
3. The end of the current school year.

When a space becomes available in a grade level, the space will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the application of interest.

It is the parent or guardians responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failed attempts to contact a wait-listed parent due to expired contact information.

Once notified of an available space, a parent/guardian will have the following options:

1. Accept the available space within 2 business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within 2 business days of the offer, the school will deem the parent to have declined the available space and remove the student from the wait-list.

If the space is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has five (5) more days to return a completed enrollment packet and schedule a parent orientation or the

space will be forfeited. If the space is not accepted or the space is forfeited, the space will be offered to the next name on the list and the above procedure will continue until either the space is filled or the wait-list is exhausted.

In the event a situation arises that is not covered by this procedure, the board of the charter school will determine the fairest method for resolution of the issue.

1. ICIA will retain the following documentation of the lottery, admission, and enrollment process and procedures, including: Agendas from information sessions.
2. Completed space request forms will be kept until the end of the school year.
3. The list of students chosen through the lottery will be kept until the end of the year.
4. Completed enrollment packets are filed in each individual students' cumulative file.
5. Agendas from admission/orientation meetings will be kept until the end of the year.
6. Sign-in sheets from admission/orientation meetings will be kept until the end of the year.

The following table provides the annual timeline of enrollment activities:

Table 9: Annual Timeline of Enrollment Activities

Annual Timeline	Activities
December 1 – March 15	Open enrollment period. Application forms available online at the ICIA website, in the school's main office, at parent information sessions, and community events.
January – February	Parent information sessions held.
March 15	Application forms for the following school year due to ICIA main office.
April	Public random drawing (if necessary based on number of applications for each grade level received).
May	Admission notification and enrollment packets distributed to parents who have been selected to attend ICIA in the public random drawing.
June	Complete enrollment packets due to the main office.

ELEMENT 9: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

Annual Audit Procedures

In accordance with California charter law, an independent financial audit will be conducted at ICIA annually. ICIA will retain the services of an independent auditor/CPA from the list of State Controller's list of approved auditors who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue related data collection and reporting practices, and examine the school's internal controls.

The Principal, in collaboration with the ICIA' Board of Directors will be responsible for contracting, working with, and overseeing the independent financial audit, which will be reported to the ICIA' Board.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, ICIA will send a copy of its annual audited financial report to the chief financial officer of Irvine Unified School District, and the California Department of Education by December 15 of each year.

The Principal will review any audit exceptions or deficiencies and report to the ICIA Board of Directors with recommendations on how to resolve them.

School Budgets and Financial Reports

1. The school's provisional budget will be developed in the spring prior to the next school year.
2. The final budget will be developed in June prior to the following school year.
3. First Interim Projections will be finalized in November of each year.
4. Second Interim projections will be finalized in February of each year.
5. Unaudited Actuals will be finalized in July following the end of the fiscal year.
6. Audited Actuals will be finalized in December following the end of the fiscal year and submitted to appropriate agencies.
7. Other reports as they may be requested by the District.

ELEMENT 10: SUSPENSION & EXPULSION

Governing Law:

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Ed. Code section 47605(b)(5)(J).

Restorative Justice/Alternatives to Suspension

Assembly Bill 2598 requires the California Department of Education to develop and post on its website by June 1, 2024, evidence-based best practices for restorative justice practices for LEAs to implement to improve campus culture and climate.

When the U.S. Department of Education issued “Guiding Principles: A Resource Guide for Improving School Climate and Discipline” in January of 2014, Secretary of Education Arne Duncan called for schools to “take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors.” In 2004, Bonnie Bernard, in her presentation to the CDE, shared 40 years of research that linked academic achievement to “supportive school environments.” Her research showed that students in schools that develop social competencies, like caring and responsiveness, have a greater chance of overcoming learning deficits. Additionally, schools with high levels of trust are three times more likely to report gains in reading and math scores.

Schools today are often caught between contradictory existing punitive policies and new mandates for restorative justice. Secretary Duncan’s historic call for reexamining school discipline and climate has echoed through our state and a called for an end to suspensions for “willful defiance,” asking school leaders to seek alternative disciplinary practices. In this call to action, schools have been looking to identify and implement community building and restorative approaches that transcend traditional discipline.

At all times, then, ICIA will strive to find alternatives to suspension in keeping with the guidance in Ed. Code section 48900(v) and (w) and as elsewhere required or suggested by law or regulation.

General Provisions

ICIA shall provide due process for all students pursuant to the requirements of Ed. Code section 48900 et seq. should suspension or expulsion be used as a disciplinary procedure. This due process shall include but is not limited to adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

ICIA shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

ICIA shall be responsible for the appropriate interim placement of students during and pending the completion of ICIA’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

ICIA shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

While ICIA understands that suspension and expulsion may be necessary under certain circumstances, ICIA firmly believes that its comprehensive Discipline Foundation Policy described below shall be utilized in order to avoid suspension or expulsion, if possible.

General Assurances on Pupil Safety

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.

Willful Defiance

ICIA shall not suspend a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, nor recommend the expulsion of a pupil enrolled in kindergarten or any of the grade levels it serves, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. ICIA shall not suspend a pupil enrolled in grades 4, 5 and 6 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Homework

ICIA shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, ICIA shall not include the assignment in the calculation of the student's overall grade in the class.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Grounds for Suspension and Expulsion of Students

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. ICIA takes a positive proactive school-wide approach to behavior management as described in the school's Discipline Policy in order to ensure a

positive school culture. When a student's actions violate the school's values there are consequences aligned to the offense.

At the time of enrollment and during the parent orientation meetings, parents and students are provided with a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

- While on school grounds.
- While going to or coming from school.
- During, or while going to or coming from, a school-sponsored activity.
- Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

The information below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrator's discretion.

Must Recommend Expulsion (non-discretionary)

Education Code (EC) 48915(c). Act must be committed at school or school activity.

- a. Possessing a firearm when a district employee verified the firearm possession.
- b. Selling or otherwise furnishing a firearm.
- c. Brandishing a knife at another person.
- d. Unlawfully selling a controlled substance listed in Health and Safety Code 164Section 11053 et. seq.
- e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.
- f. Possession of an explosive.

Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate

EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for Section 48915 subsections (c) and (e)], when committed at school or school activity, unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

- a. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).
- b. Possession of any knife or other dangerous object of no reasonable use to the pupil.

- c. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis
- d. Robbery or extortion. EC Section 48915 (a)(4).
- e. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see section 48915(b))

May Recommend for Expulsion (Discretionary)

Acts committed at school or school activity or on the way to and from school activity:

- a. Inflicted physical injury
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol (policy determines which offense)
- d. Sold look-alike substance representing drugs or alcohol
- e. Committed robbery/extortion
- f. Caused damage to property
- g. Committed theft
- h. Used tobacco (policy determines which offense)
- i. Committed obscenity/profanity/vulgarity
- j. Possessed or sold drug paraphernalia
- k. Disrupted or defied school staff
- l. Received stolen property
- m. Possessed imitation firearm
- n. Committed sexual harassment
- o. Harassed, threatened or intimidated a student witness
- p. Sold prescription drug Soma
- q. Committed hazing
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- s. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see section 48915(b))

May be Recommended for Suspension

Acts committed at school or school activity or on the way to and from school activity:

1. Caused, attempted to cause, or threatened to cause physical injury to another person
2. Willfully used force or violence upon another person
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind
5. Committed or attempted to commit robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stolen or attempted to steal school property or private property
8. Possessed or used tobacco, or any products containing tobacco or nicotine products
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel
12. Knowingly received stolen school property or private property
13. Possessed an imitation firearm committed or attempted to commit a sexual assault or committed a sexual battery
14. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding

IN-SCHOOL SUSPENSION

1. Pursuant to E.C. Section 48911.2, school districts may establish an in-school suspension program as an alternative to off-campus suspension. The intent is to encourage schools to examine alternatives to off-campus suspension that lead to resolution of student misconduct without sending students off campus.
2. In-school suspension allows school districts to:
 - a. Remove the disruptive student from general student body.
 - b. Consider student as being present for ADA purposes.
 - c. Reduce the number of out-of-school suspensions.

Students may be assigned by the principal to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff. Students who violated E.C. Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded by law for in-school suspension.

Guidelines for Supervised Suspension Classroom

- At the time a student is assigned to a supervised suspension classroom, the school principal shall notify, in person or by phone, the student's parent/guardian.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- A Student who is serving an in-school suspension will be provided with appropriate counseling services for the day.
- Students with disabilities shall be provided with supports and services as described in their IEP.

SUSPENSION PROCEDURES

Authority to Suspend

The Principal has the authority to suspend following the procedures listed below.

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act. The teacher shall immediately report the suspension to the Principal. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from school shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

In an emergency situation, a conference may be omitted, if there is a clear and present danger to the lives, safety, or health of students or Charter School personnel.

Suspension Notification

At the time of the suspension, the office manager will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice will also state the date and time when the pupil may return to school. In addition, the notice will include directions for appealing a suspension.

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.
- The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on if (1) the pupil's presence will be disruptive to the education process, or (2) the pupil poses a threat or danger to others.

Suspension Appeal Process

During the required parent conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

- To initiate an appeal, the student or parent or guardian must contact the Principal in writing from the day of suspension to five (5) schooldays following the last day of the student's suspension.
- The Principal who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Principal will consider the reasons the family feels the suspension was incorrect or inappropriate and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the Principal may make one of the following decisions regarding the suspension:
 - Uphold the suspension
 - Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be discarded.
 - The Principal will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision.

A copy of the decision will also be given to the school principal.

Authority to Expel

A pupil may be expelled by the Expulsion Panel. The hearing will be presided over by an administrative panel (three to five credentialed, impartial individuals selected among staff that does not have direct connection with student) appointed by the Principal. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

Expulsion Procedures

Upon recommendation of expulsion by the principal, the pupil and pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

1. The pupil's presence will be disruptive to the education process
2. The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation. The school will be responsible for providing the

student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

The expulsion hearing will be presided over by the Expulsion panel and the outcome will be reported to the Board of Directors.

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the disciplinary rules, which relate to the alleged violation.
4. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
5. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate. The right to inspect and obtain copies of all documents to be used at the hearing.
6. The opportunity to confront and question all witnesses who testify at the hearing.
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing
- The complaining witness will be provided applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons, (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for the complaining witness' use and breaks during the hearing, provide testimony during school hours.
- If the support person is also a witness, support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded

- Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing who is believed to be prompting, swaying, or influencing the witness
- If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.)

Recording of Hearing

A record of the hearing shall be made and kept in the school's main office. Records will be available for the student and parents/guardians of the student in question. The recording will be by digital audio.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by evidence that the pupil committed the expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses which the expulsion panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The principal's recommendation to expel a student shall be made in the form of a written recommendation to the Expulsion Panel who will make a final decision regarding the expulsion. The final decision by the Expulsion Panel shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The principal, following a decision of the Expulsion Panel to expel shall send written notice of expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
3. Notice of the pupil or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with ICIA.
4. Effective date of the expulsion.
5. Date the student will be reviewed for readmission.

Expulsion Appeal Process

To initiate an appeal, parent or guardian must contact the Principal in writing within fifteen (15) calendar days of the date of the expulsion.

The Principal will gather information from the site principal, student, parent or guardian to verify that the school followed appropriate due process and all applicable procedures. The Principal will then present the case as well as facilitate an appeals hearing involving the original stakeholders to an Expulsion Appeals Panel (The entire board of directors) that does not consist of any original expulsion panel members.

Based on the information submitted or requested, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion:

Uphold the expulsion

Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be discarded. No information regarding the expulsion will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

The Principal will contact the family and mail a copy of the decision to the student and/or parent or guardian within five (5) calendar days of the issuing the decision. A copy of the decision will also be given to the school principal. The principal will immediately work with the family to bring the student back to school no later than five (5) calendar days after the family is contacted.

Prior to the recommendation to suspend or expel a pupil, the Principal or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

1. Assault with a deadly weapon (Penal Code Section 245);
2. Possession or sale of narcotics or a controlled substance;
3. Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
4. Possession of a dagger, ice pick, knife having a fixed blade longer than 2 1/2

inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another school district (LEA), all information must be provided to ICIA for review. ICIA's Principal will determine if enrollment will be granted.

Rehabilitation Plans

Pupils who are expelled from ICIA shall be given a rehabilitation plan upon expulsion as developed by ICIA'S governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to ICIA for readmission. ICIA shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

ICIA' Board of Directors shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the admission process, ICIA'S Board of Directors shall readmit the pupil, unless ICIA'S governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

ICIA' Board of Directors shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. ICIA is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Suspension or Expulsion of Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, ICIA will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination and to discuss

alternative placement. Prior to recommending expulsion for a student with a 504 Plan, ICIA Administration will convene a manifestation determination meeting to determine if the student's misconduct was caused by, or directly and substantially related to the student's disability and was the misconduct a direct result of the school's failure to implement the 504 Plan or IEP. ICIA shall also notify its SELPA of the proceedings.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ICIA, the parent, and relevant members of the IEP team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

a) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If ICIA, the parent, and relevant members of the IEP team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If ICIA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that ICIA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed unless the parent and ICIA agree to a change of placement as part of the modification of the behavioral intervention plan.

If ICIA, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then ICIA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ICIA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ICIA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and ICIA agree otherwise.

Special Circumstances

ICIA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated ICIA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ICIA had knowledge that the student was disabled before the behavior occurred.

ICIA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ICIA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other ICIA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other ICIA supervisory personnel.

If ICIA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If ICIA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ICIA shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by ICIA pending the results of the evaluation.

ICIA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the Irvine Unified School District

Upon expelling any student, ICIA shall notify the Irvine Unified School District as soon as practicable, which shall contain:

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that ICIA's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA.

Outcome Data

ICIA shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the Irvine Unified School District upon request. Outcome data will include:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Gun Free Schools Act

ICIA shall comply with the federal Gun Free Schools Act.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All ICIA Employees will have access to appropriate retirement plans as outlined below. The Board of ICIA will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

Classified Staff

All classified staff at ICIA will participate in the federal Social Security system, as well as a 403(b) retirement plan. ICIA will continue to contribute to these retirement systems for the duration of the charter petition.

Certificated Staff

All certificated staff at ICIA will participate in the State Teachers Retirement System (STRS). ICIA will continue to contribute to these retirement systems for the duration of the charter petition. ICIA reserves the right to offer certificated staff a voluntary 403b or 457 retirement plan.

ELEMENT 12: ATTENDANCE ALTERNATIVES

Governing Law: The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to ICIA. Students who reside within the District who choose not to attend ICIA may attend another school within the District or a school within another school district according to the District's intra-and inter-District policies.

Parents and guardians of each student enrolled in ICIA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ICIA, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

No public school District employee shall be required to work at ICIA. Employees of Irvine Unified School District (IUSD) or public school district employee (PSDE) who choose to leave the employment of IUSD or PSDE to work at ICIA will have no automatic rights of return to IUSD or PSDE after employment by ICIA, unless specifically granted by IUSD through a leave of absence or other agreement.

ICIA employees shall have any right upon leaving IUSD or public school district to work in ICIA that IUSD or PSDE may specify, any rights of return to employment in a school district after employment in ICIA that IUSD or public school district may specify, and any other rights upon leaving employment to work in ICIA that IUSD or PSDE determines to be reasonable and not in conflict with any law.

All employees of ICIA will be considered the exclusive employees of **ICIA** and not of IUSD or PSDE, unless otherwise mutually agreed upon in writing. Sick or vacation leave or years of service credit at IUSD or any other school district will not be transferred to ICIA. Employment by ICIA provides no rights of employment at any other entity, including any rights in the case of closure of ICIA. Charter school employees will not be represented under IUSD or school district representation; however, they may choose to organize and join a union pursuant to California law.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The staff and governing board members of ICIA agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between Irvine Unified School District and ICIA, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between Irvine Unified School District and ICIA shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice. The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c), if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notification to ICIA and the Irvine Unified School District shall be addressed respectively as follows:

ICIA
Attn: Yulan Chung, Principal
9 Truman Street
Irvine, CA 92620

Irvine Unified School District

Attn: Terry L. Walker, Superintendent
5050 Barranca Parkway
Irvine, CA 92604

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within forty-five (45) calendar days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
5. If IUSD believes that the Issue could result in revocation, that should be noted in the Notice, but participation in the dispute resolution procedures as outlined shall not be interpreted to impede or serve as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

Revocation of the Charter

Irvine Unified School District (IUSD) may revoke the Charter if ICIA commits a breach of any provision set forth in the Charter Schools Act of 1992. IUSD may revoke the charter of ICIA if IUSD finds, through a showing of substantial evidence, that Charter School did any of the following:

1. Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
2. Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
3. Charter School failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
4. Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the Irvine Unified School District will notify ICIA in writing of the specific violation and give ICIA a reasonable opportunity to cure the violation, unless the Irvine Unified School District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

Closure Action

The decision to close ICIA, either by the governing board of ICIA or by the Irvine Unified School District (IUSD), must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the Irvine Unified School District; the governing board of ICIA votes to close ICIA; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to ICIA, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of ICIA or the Irvine Unified School District, the governing board of ICIA shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how ICIA will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, ICIA shall send written notice of its closure to:

1. The Irvine Unified School District, if the Closing Action is an act of ICIA. ICIA shall provide Irvine Unified School District with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority-age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action.
3. Irvine Unified School District (IUSD). ICIA shall send written notification of the Closure Action to IUSD by registered mail within 72 hours of the Closure Action.
4. The Special Education Local Plan Area (SELPA) in which the school participates. ICIA shall send written notification of the Closure Action to the SELPA in which ICIA participates by registered mail within 72 hours of the Closure Action.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, ICIA shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Irvine Unified School District of the Closure Action and follow their respective procedures for dissolving contracts and reporting.
6. The California Department of Education (CDE). ICIA shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action.

7. Any school district that may be responsible for providing education services to the former students of ICIA. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence.

Notification of all the parties listed above, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework a transcript, and state testing results.
3. Information on student completion of college entrance requirements, for all high school students affected by the closure.

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, ICIA shall provide all employees with written verification of employment.

School and Student Records Retention and Transfer

ICIA shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. ICIA shall provide the Irvine Unified School District (IUSD) with original student cumulative files and behavior records pursuant to IUSD policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of ICIA. Transfer of the complete and organized original student records to the IUSD, in accordance with IUSD procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. ICIA's process for transferring student records to the receiving schools shall be in accordance with Irvine Unified School District's procedures for students moving from one school to another.
3. ICIA shall prepare and provide an electronic master list of all students to Irvine Unified School District. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known.
4. ICIA will update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. ICIA shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

ICIA shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

ICIA shall ensure the annual budget includes funds to pay for the financial closeout audit of ICIA and closure activities. This audit will be conducted by a neutral, independent licensed CPA, who will employ generally accepted accounting principles. Any liability or debt incurred by ICIA will be the responsibility of ICIA. ICIA understands and acknowledges that ICIA will cover the outstanding debts or liabilities of ICIA. ICIA understands and acknowledges that only unrestricted funds will be used to pay creditors.

ICIA shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets

2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If ICIA chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with ICIA's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. ICIA, at its cost and expense, shall return to the Irvine Unified School District (IUSD) any and all property, furniture, equipment, supplies, and other assets provided to ICIA by or on behalf of the IUSD. The IUSD discloses that the California Education Code sets forth the requirements for the disposition of the IUSD's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grants and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Upon closure of ICIA, all assets of ICIA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ICIA, remain the sole property of IUSD and shall be

distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets that are IUSD's property will be promptly returned to IUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, ICIA and its Board of Directors shall remain solely responsible for all liabilities arising from the operation of ICIA.

As ICIA is operated by a nonprofit public benefit corporation, should the Corporation dissolve with the closure of ICIA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and file all necessary filings with the appropriate state and federal agencies including, but not necessarily limited to:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule)

As specified in the proposed budget, ICIA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ICIA shall provide Irvine Unified School District within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

ADDITIONAL PROVISIONS

Facilities

“The location of each charter school facility that the petitioner proposes to operate.” Ed. Code § 47605(b)(5)(D).

ICIA will maintain a safe and healthy work and school environment. ICIA will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with California Building Standards Code.

ICIA anticipates requesting and receiving a Field Act compliant facility from the District under Proposition 39.

In the event that ICIA obtains a private, non-District building at any time, it will comply with local city and county ordinances, safety codes, and other relevant codes for the building that the school will occupy. OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed.

In the event ICIA will later occupy a private facility, campus cleanliness and security will be maintained as follows:

- All buildings comply will with California Building Standards Code, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and evidence as such will be on file;
- A safety inspection of the grounds and facilities will occur on a monthly, or as needed, basis;
- Employees will report any unsafe conditions, or potential hazards, to the administration immediately;
- Ongoing communication with law enforcement and local police regarding crime around and within the campus will occur; and
- ICIA will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained and in an operable condition at all times. ICIA will conduct fire drills as required under Education Code Section 32001.

Administrative Services

“[T]he manner in which administrative services of the school are to be provided.” Ed. Code § 47605.6(h).

ICIA will procure its own administrative services through an appropriately qualified third-party contractor. ICIA plans to contract with qualified experienced charter schools back-office provider (currently ICON School Management). ICIA will ensure that its “back office” organization has capacity to provide the following services:

- Budgeting
- Financial reporting and forecasting

- Accounting and bookkeeping services
- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

ICIA will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. ICIA shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

Civil Liability Impact

“[P]otential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education.” Ed. Code § 47605.6(h).

ICIA shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ICIA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of ICIA.

Further, ICIA will enter into a memorandum of understanding with the District, wherein ICIA shall indemnify the District for the actions of ICIA under this charter.

The corporate bylaws of ICIA shall provide for indemnification of the ICIA Board, officers, agents, and employees of ICIA, and ICIA will purchase general liability insurance, Board Members and Officers insurance, and all other required insurance to secure against financial risks.

Insurance amounts and types of coverage will be determined by the memorandum of understanding by and between the District and ICIA and shall be suitable for charter schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of ICIA.

The ICIA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Planning, Reporting And Accountability

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605.6(h).

Attached to the Appendices are:

1. ICIA 5-year pro-forma budget (2023-2028)
2. ICIA FMCAT LCFF Calculator

These documents are based upon the best data available to ICIA at this time.

ICIA shall provide reports to the District and County Office of Education as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the OCDE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ICIA shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

ICIA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, ICIA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.