Ingenium Charter School
An Ingenium School

Grades K-5

Charter Petition
16 Elements

Submitted October 7, 2014
# TABLE OF CONTENTS

Assurances and Affirmations ........................................................................................................................................ 3  
Element 1 – The Educational Program .................................................................................................................. 4  
Element 2 – Measurable Pupil Outcomes and ...................................................................................................................... 60  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured ......................................................... 60  
Element 4 – Governance ....................................................................................................................................... 66  
Element 5 – Employee Qualifications ....................................................................................................................... 78  
Element 6: Health and Safety Procedures .................................................................................................................... 86  
Element 7 – Means to Achieve Racial and Ethnic Balance .............................................................................................. 89  
Element 8 – Admission Requirements ........................................................................................................................ 93  
Element 9 – Annual Financial Audits .......................................................................................................................... 96  
Element 10 – Suspension and Expulsion Procedures ...................................................................................................... 97  
Element 11 – Employee Retirement System .................................................................................................................. 108  
Element 12 – Public School Attendance Alternatives .................................................................................................. 109  
Element 13 – Rights of District Employees .................................................................................................................. 110  
Element 14 – Mandatory Dispute Resolution ................................................................................................................ 111  
Element 15 – Exclusive Public School Employer ......................................................................................................... 113  
Element 16 – Charter School Closure Procedures ........................................................................................................... 114  
Additional Provisions ................................................................................................................................................. 121  
Addendum ..................................................................................................................................................................... 129  

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Assurances and Affirmations

Ingenium Charter School (also referred to herein as “ICS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of 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. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her 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 school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- 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 a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

“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.” Ed. Code § 47605(b)(5)(A)(i).

“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.” Ed. Code § 47605(b)(5)(A)(ii).

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
</tr>
<tr>
<td>The location is in LAUSD Board District:</td>
</tr>
<tr>
<td>The location is in LAUSD Education Service Center:</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
</tr>
<tr>
<td>The type of instructional calendar will be:</td>
</tr>
<tr>
<td>The bell schedule for the Charter School will be:</td>
</tr>
<tr>
<td>The term of this charter shall be from</td>
</tr>
</tbody>
</table>

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the
requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.
Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School 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 Education Improvement Act of 2004.

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Ingenium Charter School is currently part of the El Dorado County Charter SELPA. The school will be returning to the LAUSD SELPA effective July 1, 2016. Pursuant to Education Code section 56195.3(b), upon approval of the Ingenium Charter School renewal petition, Ingenium Schools will provide the requisite notice to El Dorado County SELPA, notifying them of our intent to elect an alternative SELPA effective July 1, 2016. Ingenium Charter School will be submitting an application for LAUSD SELPA Option 3 but if it does not qualify under this option, it will elect another option within the LAUSD SELPA and will execute the applicable memorandum of understanding.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options

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available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
● All Students enrolled as of December 1 of each school year
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, 
  school name and local district for all students enrolled on norm day.

● Dropout (Including Charter Schools)
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last 
  location, school name and local district

● Monthly SESAC and Suspension data (Including Charter Schools)

● Graduation roster from all LAUSD schools (Including Charter Schools) with 12th 
  grade SWD

The MCD requires charter schools to implement the District’s integrated student information 
  system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a 
  suite of applications which is designed to capture all District student data. All charter schools are 
  required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which 
  includes the final set of functionalities required to comply with the MCD. Upon charter school 
  full utilization of MiSiS, the list of required data above will automatically be captured within 
  MiSiS.

**Eligibility for Renewal**

Ingenium Charter School (ICS) received a statewide rank of 4 or higher each of the three years 
  the state provided such rankings, thus meeting the academic threshold requirements of Education 
  Code Section 47607(b). In 2013-2014, the state suspended the California Standards Test (CST) 
  in all grades, with the exception of the fifth grade CST science exam. Based on official score 
  reports from that exam, ICS received a score of 849 as calculated using the CDE API calculator, 
  most likely making the school again eligible for a statewide ranking at or above four. ICS 
  therefore meets criteria 2 (Ranked in deciles 4 to 10 in the most recent API State Rankings 
  (2013)).

**Academic Performance Narrative**

In 2010-2011, the schools’ opening year, ICS received a small school API score of 824. ICS 
  opened in 2011 with a tested population of 55 students. Its second year, the school’s tested 
  population more than doubled to 113. In 2013, its third year, the schools’ tested population 
  reached 185 students, more than triple its initial group.

ICS finished the 2012 school year with an API of 808, and the 2013 school year with an API of 
  773, APIs higher than many surrounding public elementary schools. In fact, as shown by the 
  charts below, ICS outpaced LAUSD in terms of Latino achievement by nearly 20 points in 2012. 
  In addition, ICS made strides in narrowing the gap between the state’s and ICS’s SED student 
  performance and outpaced LAUSD schools’ SED students by 25 points.
Significant Subgroups

In 2012, ICS had two numerically significant subgroups as identified in the graph below:

The performance of Latino students was 26 points lower than the general student population and SED performance was 17 points lower.

Nearby Canoga Park Elementary and Hart Street Elementary finished the 2013 school year with APIs of 754 and 724, respectively. ICS finished the 2013 year ahead of both of these LAUSD schools by an average of 34 points and came within an average of 28 points of the surrounding schools reporting higher APIs (Nevada Elementary (LAUSD); Multicultural Learning Center; NEW Academy (Charter)).

In 2013, ICS fell short of its API growth and AYP targets. ICS immediately developed an action plan to address areas of concern.

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ICS systematically applied the school’s Identify-Deconstruct-Expand-Assess (IDEA) data analysis process to generate strategic action plans to address students’ academic gaps. The Charter School also hired a full-time ELD coordinator to oversee the ELD program and provide professional development to teachers around improving EL achievement, and began providing differentiated professional development for teachers by way of the Teacher Inquiry Project (TIP), a data-driven and reflective focus on action research.

ICS also hired a full-time dean of students to oversee student discipline, allowing the principal and assistant principal more time to focus on improving teacher instructional practice. The dean refines and manages ICS’s behavior management program, which focuses on restorative justice and de-escalation at the classroom level. The dean also leads professional development sessions, coaches teachers, manages the disciplinary process for incidents when necessary, and responds to parent concerns.

Additionally, ICS increased academic supports for struggling students by building a partnership with Granada Hills High School, whose students provided over 200 hours of free tutoring services during the 2013-2014 school year.

As evidenced by the Charter School’s 2013-2014 Curriculum Associates benchmark scores, ICS’s action plans to address student needs, including targeting students in significant subgroups, successfully reduced student academic gaps and increased the school-wide API for the overall student population and for specific subgroups (see breakout by subgroup in Curriculum Associates benchmarks below).

**Overall Four-Year Growth in API**
ICS closed the 2014 school year with a Curriculum Associates 4th Benchmark score of 851 and a California Standardized Test science score of 849. ICS’s three year un-weighted API as reported by the state is 801, ranking second academically among surrounding schools.

The school’s success and continuous improvement is based in large part on its ability to successfully collect, assess, and analyze data using its award-winning\(^1\) Identify-Deconstruct-Expand-Assess data analysis process and the school’s unique learning model, the Ingenium Learning System (ILS). As evidenced by the data below, ICS’s academic performance has and will continue to grow and meet the needs of the diverse community it serves for years to come.

**Curriculum Associates Benchmarks: 2013-2014**
At the close of the 2014 school year, ICS received the highest API-predictive benchmark score\(^2\) in the school’s history. Specifically, ICS closed the 2013-2014 school year with a Curriculum Associates 4th Benchmark score of 851 and a California Standardized Test science score of 849.

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\(^1\) Ingenium’s Identify-Deconstruct-Expand-Assess (IDEA) process was presented at the National Quality in Education Conference in 2013, winning a Merit Award for its systematic approach to data disaggregation. Ingenium administrators also presented the IDEA process at the ASCD and CDE Title I conferences. In addition, the process is featured in a published ASCD Express article.

\(^2\) Although the state did not officially calculate a school-wide API for the 2013-2014 school year, ICS’s Curriculum Associates data is instructive and comparative, as the school has used this company to administer its benchmark tests for the past 4 years and is strongly predictive of CST achievement.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Included</th>
<th>School Wide API</th>
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<tbody>
<tr>
<td>2011</td>
<td>55</td>
<td>824</td>
</tr>
<tr>
<td>2012</td>
<td>113</td>
<td>808</td>
</tr>
<tr>
<td>2013</td>
<td>185</td>
<td>773</td>
</tr>
<tr>
<td>2014*</td>
<td>132</td>
<td>851</td>
</tr>
</tbody>
</table>

*Curriculum Associates benchmark

Performance of Significant Subgroups

**2010-2011**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Latino</td>
<td>23</td>
<td>826</td>
</tr>
<tr>
<td>White</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>SED</td>
<td>40</td>
<td>786</td>
</tr>
<tr>
<td>EL</td>
<td>11</td>
<td>813</td>
</tr>
</tbody>
</table>

*Not numerically significant subgroup. Data not available

**2011-2012**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>13</td>
<td>812</td>
</tr>
<tr>
<td>Latino</td>
<td>67</td>
<td>799</td>
</tr>
<tr>
<td>White</td>
<td>12</td>
<td>811</td>
</tr>
<tr>
<td>SED</td>
<td>86</td>
<td>780</td>
</tr>
<tr>
<td>EL</td>
<td>31</td>
<td>796</td>
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**2012-2013**

<table>
<thead>
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<th>Category</th>
<th>Number of Students</th>
<th>API</th>
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</thead>
<tbody>
<tr>
<td>Black</td>
<td>12</td>
<td>777</td>
</tr>
<tr>
<td>Latino</td>
<td>125</td>
<td>747</td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>824</td>
</tr>
<tr>
<td>SED</td>
<td>146</td>
<td>756</td>
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<tr>
<td>EL</td>
<td>34</td>
<td>796</td>
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**2013-2014**

<table>
<thead>
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<th>Category</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>Black</td>
<td>7</td>
<td>876</td>
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<tr>
<td>Latino</td>
<td>91</td>
<td>839</td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>828</td>
</tr>
<tr>
<td>SED</td>
<td>110</td>
<td>840</td>
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<tr>
<td>EL</td>
<td>30</td>
<td>809</td>
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</table>
### Proficiency Rates

#### 2010-2011

<table>
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<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>41%</td>
<td>69%</td>
<td>*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>68%</td>
<td>92%</td>
<td>*</td>
</tr>
</tbody>
</table>

*Only 6 students were enrolled in 5th grade in the 2010-2011 school year.

#### 2011-2012

<table>
<thead>
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<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>32%</td>
<td>48%</td>
<td>67%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>80%</td>
<td>50%</td>
<td>76%</td>
</tr>
</tbody>
</table>

#### 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>22%</td>
<td>55%</td>
<td>36%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>47%</td>
<td>68%</td>
<td>53%</td>
</tr>
</tbody>
</table>

#### 2013-14

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>75%</td>
<td>49%</td>
<td>69%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>88%</td>
<td>42%</td>
<td>55%</td>
</tr>
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</table>

### Comparative

<table>
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<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts 2010/2011</td>
<td>41%</td>
<td>69%</td>
<td>*</td>
</tr>
<tr>
<td>2011/2012</td>
<td>32%</td>
<td>48%</td>
<td>67%</td>
</tr>
<tr>
<td>2012/2013</td>
<td>22%</td>
<td>55%</td>
<td>36%</td>
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<tr>
<td>2013/2014</td>
<td>75%</td>
<td>49%</td>
<td>69%</td>
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<tr>
<td>Mathematics 2010/2011</td>
<td>68%</td>
<td>92%</td>
<td>*</td>
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<tr>
<td>2011/2012</td>
<td>80%</td>
<td>50%</td>
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<tr>
<td>2012/2013</td>
<td>47%</td>
<td>68%</td>
<td>53%</td>
</tr>
<tr>
<td>2013/2014</td>
<td>88%</td>
<td>42%</td>
<td>55%</td>
</tr>
</tbody>
</table>

ICS effectively implemented the following programs and initiatives - identified by teachers as leading causes of the Charter School’s improved API result:

- Our competency-based Ingenium Learning System (ILS), which allows students - particularly struggling students - to work at their own level and pace while they acquire the foundational skills necessary to later succeed on grade-level standards.

- The Identify-Deconstruct-Extract-Assess (IDEA) data analysis process, which allows teachers and their students to hone in on and leverage best practices while shoring gaps in learning.
• Action research projects aligned to data-based instructional and curricular decision making. These reflective projects allowed teachers to pursue differentiated professional development opportunities based on multiple data points.

According to Practice Mastery Research, Curriculum Associates’ California Content Standards benchmark test results positively correlate with California Standards Test (CST) results, indicating that the above results can serve as a performance predictor for CST success. In the past, the Curriculum Associates benchmarks have been highly predictive of ICS’s ultimate API result. For example, in Year 1 (2010-2011), the Curriculum Associates API was 839 and the official API score was 824. The next year, in 2012, the Curriculum Associates API was 800 and the official API was 808. Thus, as shown above, at the close of the 2013-2014 school year, ICS was expecting an API above any it had received in previous years, demonstrating the school’s continuous improvement and successful implementation of action plans to advance academic achievement.

During the 2013-2014 school year, ICS’s fifth graders also took Curriculum Associates’ California Science benchmark. The students score an 2014 API score (653) on the initial test with a final 2014 API score (805). The benchmark was administered in August and then in May. The fifth grade class out-performed these predictive benchmark tests, resulting in an overall 2014 fifth grade CST science score of 849 as generated using the CDE API calculator.

**Success of the innovative features of the Ingenium Learning System**

Like all Ingenium Schools, ICS implements the Ingenium Learning System (ILS), an educational model adapted from the Reinventing Schools Model (RSM)\(^3\). At its core, the ILS incorporates inquiry-based learning, learner self-initiative, goal-setting, data-driven instruction, and projects-based learning. The ILS’ student-centered approach fosters student motivation, increases students’ desire to learn, and results in a high-quality educational experience.

The Ingenium Learning System (ILS) incorporates the following specific signature practices to create the ideal learning experience for students:

**Shared Vision**

Just as each Ingenium school builds a Shared Vision, so does each classroom. Students create this with the teacher facilitating, and it becomes the central focus and goal for the class that year. Posted prominently and referred to regularly, the Shared Vision guides classroom decision making.

**Code of Cooperation**

There are school rules and guidelines for behavior, but each class is unique, and students should have voice in establishing expectations for how they will create a positive learning environment. The teacher facilitates the process for students to author the Code of Cooperation, and the authorship facilitates student ownership, which in turn leads to authentic accountability.

\(^3\) Learn more about the RSM by visiting the Reinventing Schools Coalition (RISC) website http://www.reinventingschools.org/about/the-risc-approach-to-schooling/
Tools to Elicit Student Voice
To ensure that classrooms are truly student-centered we use specific tools to elicit student voice. These tools include, but are not limited to Parking Lot, Power Vote, and Consensogram, which is a chart measuring frequency of distribution of student responses. Students use stickers to respond to questions on a chart, allowing them to view their responses in relation to the consensus of the entire group. Each tool gives structure to help students gain confidence in participating. For instance, the Parking Lots allows students to make a comment or ask a question without interrupting someone else speaking, and the Power Vote helps reduce broad brainstorming to a few agreed-upon items.

Student Goal-Setting
Students regularly create and pursue SMART Goals to further their learning. The teacher supports in the goal-setting process and guides them to resources to utilize in achieving each goal. The students’ individual goals align to the Shared Vision, creating a pathway for all students to achieve success in every class.

PLCA
Students regularly Plan-Learn-Check-Adjust (PLCA). This sequence leads to the development of flexibility and confidence as students learn to embrace failure as an essential part of learning. As a protocol for addressing gaps through continuous improvement, PLCA also supports students in reaching their individual goals.

POP Charts/Goal Folders
Every class has a Proof of Proficiency (POP) Chart or Goal Folder that shows student mastery of standards. It also helps students find experts who can help them master specific standards. A common phrase we use is “ask three before me,” encouraging the students to ask three other students for help before they come to the teacher. The POP Chart supports this, and helps build resourcefulness and collaboration among students.

Rubrics and Capacity Matrices
An essential component of our standards-based grading system is the creation of rubrics or capacity matrices that describe and delineate each level of mastery. Rubrics put focus on the depth and quality of student work, and not simply completion. As students advance they may create new projects and assignments, and new rubrics to go with them.

SOPs and Flow Charts
Just as efficient and productive businesses depend on refined Standard Operating Procedures (SOPs), so can classrooms. Often embedded in a Flow Chart, SOPs are displayed in classrooms to guide students in “no fuss” completion of tasks. Just as with all of our tools, the opportunity for a SOPs to be further refined is always available, and we celebrate the ingenuity of students when they offer ideas for enhancement.

The ILS model has been informed by the Reinventing Schools Coalition’s Reinventing Schools Model (RSM). RSM proved to be extremely effective for the Chugach School District, located in Alaska. After reinventing its schools, Chugach saw consistent improvements in student performance. An analysis of aggregated data (2000-2004) from the Alaska Benchmark and High
School Qualifying Examination achievement tests showed improvement in students’ proficiency percentages in reading, writing, and mathematics. In 1994, Chugach School District began a comprehensive restructuring effort by pioneering a standards-based system of whole child education that emphasized real-life learning situations. As a result of its “Onward to Excellence” campaign, Chugach School District shot from the twentieth percentile in reading on the nationally normed California Achievement Test to the eightieth percentile. In 2001, the district won the Malcolm Baldrige National Quality Award. In 2007, more than 80% of Chugach students who took the state’s third-grade and ninth-grade exams passed in reading and more than 60% passed in math.

From the graphs and data above, ICS’s success in meeting the needs of both its general population and the needs of its special subgroups (ELs, SED students, and Latino students) is evident.

The school has experienced a number of challenges:

- The tension between competency-based learning and grade level state tests has led to results that do not accurately capture student growth. For example, a third grade student working on first grade standards may advance two years and not be proficient on the third grade test. ICS exposes students to grade level material while also providing opportunities for remediation.

- At Ingenium Schools, we have found that most teacher preparation programs do not adequately prepare teachers to implement competency-based instructional programs. Given this, Ingenium Schools spend a significant amount of time over the summer training teachers for specific skills, such as creating standards-aligned assessments with corresponding rubrics that consistently define “mastery” for each standard. Ingenium Schools also increased summer teacher training time by one week starting in summer of 2014 to allow additional time for teachers to fully prepare. Teachers are compensated for the additional training time.

- A competency-based instructional program is very individualized and provides opportunities for students to “catch up,” making competency-based programs attractive for struggling students and students with IEPs. This year’s fifth grade class at ICS has seven new students of whom three (45%) have IEPs. We continuously identify strategies to accelerate and support learning for students that have special needs.

In an effort to accelerate student learning, ICS has hired a reading interventionist to provide targeted support. The reading interventionist works in close collaboration with teachers to ensure that high quality reading instruction is also provided in classrooms.
### Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1 Latino</th>
<th>% Major Ethnicity #2 White</th>
<th>2013 Growth API</th>
<th>Met School-wide Growth Target?</th>
<th>Met Sub-group Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API State-wide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoga Park Elementary School</td>
<td>820</td>
<td>87%</td>
<td>11%</td>
<td>58%</td>
<td>90%</td>
<td>3%</td>
<td>3%</td>
<td>752</td>
<td>N</td>
<td>N</td>
<td>754</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Hart Street Elementary School</td>
<td>857</td>
<td>95%</td>
<td>13%</td>
<td>68%</td>
<td>90%</td>
<td>4%</td>
<td>3%</td>
<td>703</td>
<td>N</td>
<td>N</td>
<td>724</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nevada Elementary School</td>
<td>472</td>
<td>*5%</td>
<td>18%</td>
<td>42%</td>
<td>78%</td>
<td>6%</td>
<td>6%</td>
<td>811</td>
<td>Y</td>
<td>Y</td>
<td>801</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW Academy</td>
<td>481</td>
<td>91%</td>
<td>10%</td>
<td>47%</td>
<td>92%</td>
<td>4%</td>
<td>1%</td>
<td>814</td>
<td>Y</td>
<td>N</td>
<td>817</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Multicultural Learning Center</td>
<td>397</td>
<td>39%</td>
<td>13%</td>
<td>28%</td>
<td>81%</td>
<td>9%</td>
<td>4%</td>
<td>791</td>
<td>Y</td>
<td>Y</td>
<td>785</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Student Population To Be Served
ICS serves students in grades kindergarten through fifth grade. ICS attracts students from surrounding cities, encompassing private and public school students that may prefer a learning experience in a nontraditional, personalized learning environment that focuses on academics, character development, and creating world citizens.

ICS will continue to recruit and serve all types of learners, i.e., English Learners, academically high achieving, GATE, and Special Education, including students who have scored Far Below Basic, Basic, at grade level, or students that are excelling.

Enrollment, at capacity, will be 611 students in grades transitional kindergarten through fifth grade (TK-5). ICS will serve 500 TK-5 students in the fall of 2015. In 2016-17, ICS will add an additional kindergarten class, continuing to expand upon the Charter School’s current enrollment.
### Enrollment Roll-Out Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>First</td>
<td>78</td>
<td>78</td>
<td>104</td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td>Second</td>
<td>84</td>
<td>84</td>
<td>84</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>Third</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>128</td>
</tr>
<tr>
<td>Fourth</td>
<td>99</td>
<td>99</td>
<td>99</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Fifth</td>
<td>68</td>
<td>68</td>
<td>68</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>525</td>
<td>551</td>
<td>579</td>
<td>611</td>
</tr>
</tbody>
</table>

### Ingenium Charter School’s Motto
College Starts Here

### Ingenium Charter School’s Mission
Ingenium Schools develops learners into global leaders through a learner-centered environment that empowers, innovates, and continuously improves.

### Ingenium Charter School’s Shared Vision
Empowering learners today who will positively influence local and global communities of tomorrow.

The school motto demonstrates ICS’s goal of ensuring that all students are prepared for college. The skills that allow individuals to succeed in college are taught and reinforced daily in the classrooms. Students set goals, collect, track and evaluate data and model the continuous improvement cycle. This emphasis on self-efficacy and initiative are essential to succeeding in college.

As the world continues to both shrink and expand thanks to the broadening digital landscape, ICS recognizes the importance of a global perspective. This is reflected in both the mission and Shared Vision of the school.

ICS believes that an educated person in the 21st century possesses the following college and career readiness skills:
- Critical Thinking
- Leadership
- Problem Solving
- Continuous Improvement Cycle
- Collaboration
- Demonstration of Positive Character traits
- Strong Technology Skills

1st yr with LAUSD previously approved by LACOE
As elaborated upon in the table below, the Ingenium Learning System develops these skills.

<table>
<thead>
<tr>
<th>21st Century Habits and Skills</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>ICS students acquire, manage, critically analyze, and use information as they manage their individual and class action plans, design individualized learning opportunities, and problem solve in their classrooms.</td>
</tr>
<tr>
<td>Leadership</td>
<td>In the classroom students facilitate workshops, act as peer tutors, and lead classroom discussions. Students draft action plans, monitor their plans, and graph results.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>ICS students use quality systems tools, such as the Parking Lot, 5 whys, and Enthusiasm for Learning surveys, to provide feedback on the instructional program. Using these tools, students brainstorm solutions to school or class challenges, identify the most effective solutions, and then collaboratively develop action plans.</td>
</tr>
<tr>
<td>Use of the Continuous Improvement Cycle</td>
<td>The Plan-Do-Check-Adjust (PDCA) cycle is embedded in all school operations. The PDCA tool allows students, teachers, administrators, and other stakeholders to set goals, determine a path by which to achieve the goals, and regularly check in on progress. The Adjust piece of the cycle allows for creative problem solving and additional strategic planning.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>The ICS classroom is intrinsically collaborative as students work together to achieve goals and improve the class operations.</td>
</tr>
<tr>
<td>Demonstration of Positive Character Traits</td>
<td>ICS students will demonstrate the seven habits that form The Leader in Me program(^4). 1) Be proactive; 2) Begin with the end in mind; 3) Put first things first; 4) Think win-win; 5) Seek first to understand; 6) Synergize; 7) Balance feels best</td>
</tr>
<tr>
<td>Development of extensive and constantly evolving computer skills</td>
<td>ICS will use the Ingenium Schools Technology curriculum to ensure that students have the skills necessary to thrive in an increasingly technology-driven world. The Technology curriculum will be revisited and updated each</td>
</tr>
</tbody>
</table>

\(^4\) The Leader in Me is a program for teaching and increasing ethical behavior, organization, productivity, and positive relationships. More information can be found at http://www.theleaderinme.org/.
summer in a collaborative roundtable session with stakeholders to reflect changing demands.

The Ingenium Learning System (ILS) focuses on creating an RSM-based learning environment. The RSM approach emphasizes student accountability through the use of quality system tools that build critical thinking and information disaggregation skills.

At ICS, students set academic goals based on the State content and performance standards determine action steps, and regularly evaluate progress to determine opportunities for course adjustments. In addition to the Math and ELA CCSS, this includes the California Content standards for History/Social Studies, Science (including the Next Generation Science Standards), Physical Education, and the Visual and Performing Arts Standards. Students are explicitly taught SMART (Specific-Measurable-Attainable-Relevant-Time Bound) goal setting and see the academic benefits of achieving their goals.

The ILS teaches students how to critically analyze the goal setting process as well as the results. Students are taught to analyze the root causes of not meeting a goal with the ultimate purpose of making adjustments in the continuous improvement cycle.

The cycle for student goal setting is illustrated below:

Using this process students become increasingly aware of the central role they play in the course of their own education. Goal setting begins with the class setting and tracking whole class goals. Once this process is ingrained, students are walked through the PDCA cycle for setting individual academic goals. As students grow more familiar with the goal setting cycle students begin creating and tracking their own academic goals.
Students are leveled into classes based on their performance on an assessment given during the first two weeks of the school year. The data collected is used to group students performing at similar academic levels. Data from these assessments is disaggregated by strands within the California Content Standards, including the CCSS. Students’ results inform teachers’ flexible grouping in English language arts and math. In a competency based model such as the one at ICS, students are leveled by standards mastery rather than by ability.

For instance, a sixth grader starting at ICS might be at level five in English language arts at the beginning of the year because he or she has not mastered all of the California Common Core State Standards based on our first benchmark assessment. Scaffolded instruction will be provided so that the student has the underpinning knowledge necessary to master sixth grade-level standards. We meet students where they are: providing accommodations when appropriate, and implementing interventions to ensure that they develop perquisite skills and close gaps in knowledge. And we do this in parallel with grade-level instruction to ensure that they advance.

All students have goal folders in which the standards at their level are placed, and students track their mastery of each standard in these folders. While whole class direct instruction will be conducted in level six, during small group differentiated instruction and independent work time, a level five student would focus on demonstrating mastery of the level five standards he or she has not yet mastered. In this way, instruction is individualized for each student, ensuring that his or her needs are met.

Students may, over the course of the academic year, move through as many levels in English language arts and math as they are motivated to clear. For instance, students who demonstrate mastery of all math standards early in the year may progress to the next level standards within their self-contained classroom.

To accommodate for this, teachers use differentiated instruction to address individual student needs and the various student levels in the classroom. To clear an academic level, students must demonstrate mastery of the correlating State content and performance standards through successful completion of relevant assessment(s). If a student has not mastered skills in a content area, such as math, ICS uses classwide SST meetings to help the student catch up. See “Students Achieving Below Grade Level” below.

Teachers utilize iReady results to drive standards-based instruction. Using the Identify-Deconstruct-Expand-Assess (IDEA) data analysis protocol, teachers look at areas of growth for each individual student as well as class wide opportunities for improvement.

Once the gaps are identified, teachers use additional formative assessments to identify specific class and student needs. For example, if iReady data shows that a student struggles with multi-digit multiplication, a follow up exam - with the standard deconstructed or unpacked - may show that the exam was failed simply because the student does not know multiples of 6 or 7. Instruction could then be tailored to meet the student's needs.
As a follow up, teachers regularly administer formative assessments to drive their flexible grouping strategies and instructional program. This data, combined with the iReady data, drive classroom (whole group, small group, and 1:1) instruction.

Assessments are internally developed at Ingenium Schools and are based on the State content and performance standards, including the CCSS. The assessment coordinator, who is a full time employee, administers relevant assessments and collects data on passage rates. This information is then used by students and teachers to inform student development and the revision of action plans.

ICS’s teachers use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis.

The McREL study identified instructional strategies that have a high probability of enhancing student achievement across age, grade, and content areas. The figure below lists nine categories of strategies that have a strong positive effect on student achievement. ICS uses all nine strategies in its classrooms.

### Average Effect Size of Marzano’s (Nine) High-Yield Instructional Strategies

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Average Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences</td>
<td>1.61</td>
</tr>
<tr>
<td>Summarizing and note taking</td>
<td>1.00</td>
</tr>
<tr>
<td>Reinforcing effort and providing recognition</td>
<td>.80</td>
</tr>
<tr>
<td>Homework and practice</td>
<td>.77</td>
</tr>
<tr>
<td>Nonlinguistic representations</td>
<td>.75</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>.73</td>
</tr>
<tr>
<td>Setting objectives and providing feedback</td>
<td>.61</td>
</tr>
<tr>
<td>Generating and testing hypotheses</td>
<td>.61</td>
</tr>
<tr>
<td>Questions, cues, and advance organizers</td>
<td>.59</td>
</tr>
</tbody>
</table>

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5 Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)
### Description of Marzano’s (Nine) High-Yield Instructional Strategies

<table>
<thead>
<tr>
<th>High Yield Instructional Strategies</th>
<th>What the Research Says:</th>
<th>How it looks in the classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences (Yields a 45 percentile gain)</td>
<td>Students should compare, classify, and create metaphors, analogies, linguistic or graphic representations.</td>
<td>Thinking Maps, T-charts, Venn Diagrams, classifying, analogies, cause and effect links, compare and contrast organizers QAR (Question and Answer Relationship), sketch to, Stretch, affinity diagrams, and Frayer model (see below).</td>
</tr>
<tr>
<td>Summarizing and note taking (Yields a 24 percentile gain)</td>
<td>Students should learn to eliminate unnecessary information, substitute some information, keep information, write/rewrite, and analyze information. Students should be encouraged to put information in own words.</td>
<td>Teacher models summarization techniques, identification of key concepts, bullets, outlines, clusters, narrative organizers, and journal summaries; breaks down assignments, and creates simple reports, quick writes, graphic organizers, column notes, and affinity diagrams.</td>
</tr>
<tr>
<td>Reinforcing efforts and providing recognition (Yields a 29 percentile gain)</td>
<td>Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.</td>
<td>Hold high expectations, display finished products, praise students’ effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, and School Newspaper.</td>
</tr>
<tr>
<td>Homework and practice (Yields a 28 percentile gain)</td>
<td>Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.</td>
<td>Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; and teacher email.</td>
</tr>
</tbody>
</table>
## Description of Marzano’s (Nine) High-Yield Instructional Strategies (Cont.)

<table>
<thead>
<tr>
<th>High Yield Instructional Strategies</th>
<th>What the Research Says:</th>
<th>How it looks in the Classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonlinguistic representations</td>
<td>Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.</td>
<td>Visual tools and manipulatives, problem-solution organizers, spiderwebs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, and make physical models.</td>
</tr>
<tr>
<td>(Yields a 27 percentile gain)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically, but not overuse. Assign roles and responsibilities in groups.</td>
<td>Integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams. Students tackle TAKS word problems in groups and explain their answers, etc.</td>
</tr>
<tr>
<td>(Yields a 23 percentile gain)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting objective and providing feedback</td>
<td>Teachers should create specific, but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.</td>
<td>Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on mastery of the objective at the end of the lesson.</td>
</tr>
<tr>
<td>(Yields a 23 percentile gain)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ICS staff is trained on all of these instructional strategies during summer orientation workshops led by both outside consultants as well as in house specialists. In addition, weekly professional development sessions during the school year are devoted to strategies for implementation in the classroom. Post professional development teacher observations assist in identifying areas in which teachers need additional training.

ICS’s approach to effective pedagogy leads students on the path to become proactive learners capable of setting goals, creating action plans, and making data driven decisions. Each class develops collaboratively a Code of Cooperation which provides explicit guidance on behavior expectations in the classroom.

ICS’s curriculum is based on the State content and performance standards, of which CCSS are a part. All curriculum and student work is standards-based. Ingenium Schools has instituted regular training on the State content and performance standards for all teachers, some of whom have requested to be lead teachers at ICS, and has held workshops on the transitions for staff, students, and parents. School leadership intends to leverage the talent and experience of current Ingenium Schools teachers to help train the ICS teachers in both the ILS and the implementation 1st yr with LAUSD previously approved by LACOE
of the standards-aligned curriculum. Over the summer, representative teachers from all Ingenium Schools develop progression of learning and pacing charts to guide instructional planning, and attend workshops to learn best practices for instruction.

Students are presented with the relevant standards for their grade level allowing for a transparent system in which students understand what they must know and be able to do to progress to the next grade level.

ICS will prepare annually for the California Performance Award and Malcolm Baldrige Award for Performance Excellence applications to evaluate progress towards its goal of becoming a world-class Baldrige-based educational institution. Thousands of organizations use the Baldrige Criteria for Performance Excellence to guide their enterprises, improve performance, and achieve best-in-class outcomes.

ICS will enable all students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.

<table>
<thead>
<tr>
<th>Baldrige Core Values and Concepts</th>
<th>Application at ICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visionary Leadership</strong> Visionary Leadership occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence.</td>
<td>Involve all stakeholders in creating the vision, mission, and goals for the school. While the charter provides the school’s overall vision, mission, and goals, the school will continue to develop its understanding and implementation based on stakeholder input. This enables the schools to meet the unique and changing needs of its stakeholders and community.</td>
</tr>
<tr>
<td><strong>Learning-Centered Education</strong> Learning-Centered Education occurs when the school’s goals/objectives and actions support student learning and the current and future needs of students.</td>
<td>Develop school goals/objectives and action plans based on high expectations and performance excellence; measure learning periodically through formative assessments, adjusting instruction accordingly; enable students to take responsibility for managing their education as co-directors of their learning; provide opportunities for problem solving.</td>
</tr>
<tr>
<td><strong>Organizational and Personal Learning</strong> Organizational and Personal Learning occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes.</td>
<td>Continuously improve and adapt goals, approaches, and processes systematically and systematically; embed learning in all activities and at all levels of the school, e.g., solving problems at their root cause, sharing knowledge to effect meaningful change.</td>
</tr>
<tr>
<td><strong>Valuing Workforce Members and Partners</strong> Valuing Workforce Members and Partners occurs when staff and stakeholders’ input, shared decision making, on-going</td>
<td>Provide for staff and stakeholder participation in developing processes and programs; create an environment for collaboration and creativity; recognize the contributions of the staff and the diverse</td>
</tr>
</tbody>
</table>

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7 The definitions and some examples in this table are cited from Montgomery County Public Schools, a 2010 Baldrige Award recipient. See http://www.montgomeryschoolsmd.org/info/baldrige/.
development, and collaboration are valued and enhanced. cultures of the school community; encourage partnerships within the school such as professional learning communities and vertical articulation teams for staff development. Encourage partnerships outside the school, such as with other schools, social service organizations, and businesses (ICS will be responsible for DOJ clearance and TB testing).

**Agility**
Agility occurs when there is the desire and the ability for faster and more flexible response to student and stakeholder needs.

Regularly analyze classroom and/or individual student data early to facilitate adjustments in a timely fashion; use the Plan-Do-Check-Adjust (PDCA) or Plan-Learn-Check-Adjust (PLCA) cycle and quality tools to continuously examine and refine organizational practices.

**Focus on the Future**
Focus on the Future occurs when there is an understanding of the expectations of next level teachers, of the community, and of employers so that students can prepare for a future point in time.

Anticipate changes in educational and vocational requirements, instructional approaches, professional development needs, and demographics, and adjust school goals accordingly. This will be done by teacher and school leadership involvement in professional organizations, such as NCTE (National Council for Teachers of English), NCSS (National Council for the Social Studies), NCTM (National Council for Teachers of Mathematics), and CCSA (California Charter School Association). Teachers will attend local professional development workshops and conferences.

**Managing for Innovation**
Managing for Innovation occurs when stakeholders are supported in creating meaningful change in programs or processes that create new value for student achievement.

Encourage innovative strategies and processes, using quality tools to organize, prioritize, and plan for innovations and the Plan-Do-Check-Adjust (PDCA) or Plan-Learn-Check-Adjust (PLCA) cycle to determine value.

**Management by Fact**
Management by Fact occurs when data is used to drive decisions, inform instruction, or to evaluate key processes and results.

Analyze multiple sources of data in evaluating student achievement, such as Curriculum Associates benchmark assessments, Pearson Assessments, and SCAs; staff, student, and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes; analyze data quarterly to make decisions and to determine needs, areas for improvement, and cause and effect, disaggregating data, as required, to examine specific student groups.

**Societal Responsibility**
Societal Responsibility is the belief in group norms and values and the practice of good citizenship, understanding that it is the school’s role to model these values as members of the community.

Model ethical behavior and plan for the protection of health, safety, and the environment of the school; go beyond mere compliance in meeting local, state, and federal laws and regulations; support the community through projects (e.g., Heal the Bay and American Cancer Society Walkathon).

Below is a table summarizing our goals, actions, and measurable outcomes aligned to the eight State Priorities.
### Teacher Assignments and Credentialing

**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>For each year of the charter, all ICS teachers will be appropriately assigned and fully credentialed as required by law and the charter. Annual review in May/June of criteria, systems, and procedures for teacher hiring (President, with report to the Board of Trustees). Annual review every August of master schedule/teacher assignments to ensure compliance (Principal)</td>
<td>Method for Measuring: Annual Review</td>
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</tbody>
</table>

### Access to Instructional Materials

**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>For each year of the charter, each and every ICS student will have access to all instructional materials necessary to participate fully in the programs and services described in the charter. Annual inventory of instructional materials, and corresponding purchase of materials as necessary (Principal) Annual budget review and planning to ensure funds are available for instructional materials (President; CBO)</td>
<td>Method for Measuring: Annual Inventory</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Each EL student will have full access to ELD program materials and any supplemental materials</td>
<td></td>
</tr>
</tbody>
</table>

1st yr with LAUSD previously approved by LACOE
necessary to provide the student with access to core instruction. Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

<table>
<thead>
<tr>
<th>FACILITIES MAINTENANCE</th>
<th>STATE Priority #1: Basic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>For each year of the charter, the Charter School will provide well-maintained school facilities in good repair for all students.</td>
<td>Annual review of physical plant conditions and need for repair (Assistant Principal)</td>
</tr>
<tr>
<td></td>
<td>Continuous update of maintenance and repair priority execution plan (Assistant Principal)</td>
</tr>
<tr>
<td></td>
<td>Ongoing maintenance and repair log, with monthly review by school administrator (Custodian; Principal)</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

**STATE Priority #2**

| **ANNUAL GOALS** (Identify schoolwide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES** Method for Measuring: CAASSP & CELDT and/or ELPAC |
| The Charter School will annually increase the number of students achieving “proficiency” or | Annual ongoing review of standards-based curriculum and academic achievement data | Schoolwide CAASSP Benchmark Levels of Performance | Schoolwide 5% increase | Schoolwide 5% increase | Schoolwide 5% increase | Schoolwide 5% increase | Schoolwide 5% increase |

1st yr with LAUSD previously approved by LACOE
equivalent on CAASSP ELA and Math assessments.

The school will meet annual AMAO 1 targets for English Learners (ELs)

in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development

Provide or obtain training for certificated staff on Common Core implementation strategies for ELA and Math, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum.

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>STATE PRIORITY #3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Parent Satisfaction Survey Results, &amp; Parent Participation Rates</th>
</tr>
</thead>
</table>

1st yr with LAUSD previously approved by LACOE
The school will annually increase the net promoter score.
The school will annually increase the number of parents participating in at least three parent empowerment events.

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP ELA and math assessments.</td>
<td>Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) promote and strengthen the home-school partnership through the annual schedule of programs and activities (Principal)</td>
<td>Schoolwide: CAASSP Benchmark Levels of Performance</td>
</tr>
</tbody>
</table>
| | | ELs Benchmarks:
| | | Schoolwide: 5% increase
| | | Low Income Students: 5% increase
| | | Foster Youth: 4% increase |
| | | CAASSP Benchmark Levels of Performance |
| | | ELs 4% increase
| | | Low Income Students 5% increase
| | | Foster Youth 4% increase |
| | | Quarterly review of quarterly parent focus group comments to determine action steps in increasing net promoter score (Chief Communications Officer; Principal) | Schoolwide: 100% increase
| | | Low Income Students: 100% increase
| | | Foster Youth: 100% increase |
| | | Promote and strengthen the home-school partnership through the annual schedule of programs and activities (Principal) | 100% increase
| | | Low Income Students: 100% increase
| | | Foster Youth: 100% increase |
| | | Quarterly review of parent participation log (Principal; Assistant Principal) | 100% increase
| | | Low Income Students: 100% increase
| | | Foster Youth: 100% increase |

### STATEWIDE ASSESSMENTS
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP ELA and math assessments.</td>
<td>Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) promote and strengthen the home-school partnership through the annual schedule of programs and activities (Principal)</td>
<td>Schoolwide: CAASSP Benchmark Levels of Performance</td>
</tr>
</tbody>
</table>
| | | ELs Benchmarks:
| | | Schoolwide: 5% increase
| | | Low Income Students: 5% increase
| | | Foster Youth: 4% increase |
| | | CAASSP Benchmark Levels of Performance |
| | | ELs 4% increase
| | | Low Income Students 5% increase
| | | Foster Youth 4% increase |
| | | Quarterly review of quarterly parent focus group comments to determine action steps in increasing net promoter score (Chief Communications Officer; Principal) | Schoolwide: 100% increase
| | | Low Income Students: 100% increase
| | | Foster Youth: 100% increase |
| | | Promote and strengthen the home-school partnership through the annual schedule of programs and activities (Principal) | 100% increase
| | | Low Income Students: 100% increase
| | | Foster Youth: 100% increase |
| | | Quarterly review of parent participation log (Principal; Assistant Principal) | 100% increase
| | | Low Income Students: 100% increase
| | | Foster Youth: 100% increase |

### ANNUAL GOALS
**Identify schoolwide and subgroup goals as applicable**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP ELA and math assessments.</td>
<td>Schoolwide: 5% increase</td>
<td>Schoolwide: 5% increase</td>
<td>Schoolwide: 5% increase</td>
<td>Schoolwide: 5% increase</td>
<td>Schoolwide: 5% increase</td>
</tr>
<tr>
<td></td>
<td>Low Income Students: 5% increase</td>
<td>Low Income Students: 5% increase</td>
<td>Low Income Students: 5% increase</td>
<td>Low Income Students: 5% increase</td>
<td>Low Income Students: 5% increase</td>
</tr>
<tr>
<td></td>
<td>Foster Youth: 4% increase</td>
<td>Foster Youth: 4% increase</td>
<td>Foster Youth: 4% increase</td>
<td>Foster Youth: 4% increase</td>
<td>Foster Youth: 4% increase</td>
</tr>
</tbody>
</table>

1st yr with LAUSD previously approved by LACOE
design and deliver appropriate professional development.

Provide or obtain training opportunities for certificated staff on CCSS implementation strategies for ELA and math, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

### Academic Performance Index (API)

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: API (CDE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups, set by the state.</td>
<td>See Statewide Assessments above</td>
<td>Baseline</td>
</tr>
<tr>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups</td>
</tr>
</tbody>
</table>

### A-G Course/CTE Course of Study Completion Rate(s) [High School Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: _____________________</th>
</tr>
</thead>
</table>

### English Learner Adequate Progress Rate

**State Priority #4: Student Achievement**

1st yr with LAUSD previously approved by LACOE
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASSP results &amp; CELDT and/or ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 1 target(s)</td>
</tr>
<tr>
<td>The school will annually increase the number of EL students achieving “proficiency” or equivalent on CAASSP ELA and math assessments.</td>
<td>Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain training opportunities for certificated staff on CCSS implementation strategies for ELA and math, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.</td>
<td></td>
</tr>
</tbody>
</table>
### ENGLISH LEARNER RECLASSIFICATION RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CELDT and/or ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet annual AMAO 2 targets for ELs.</td>
<td>Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
</tbody>
</table>

### AP EXAMINATION PASSAGE RATE [High Schools Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
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<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
</tbody>
</table>

### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
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<td></td>
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<td>Meet or exceed AMAO 2 target(s)</td>
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<tr>
<td></td>
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<td>Meet or exceed AMAO 2 target(s)</td>
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<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet or exceed AMAO 2 target(s)</td>
</tr>
</tbody>
</table>

### SCHOOL ATTENDANCE RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students that attend</td>
<td>Promote and strengthen the home-school partnership</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td></td>
<td>Schoolwide 75%</td>
<td>Schoolwide 77%</td>
</tr>
<tr>
<td></td>
<td>Foster</td>
<td>Foster</td>
</tr>
</tbody>
</table>

1st yr with LAUSD previously approved by LACOE
at least 173 days of school each school year (i.e., achieve individual attendance rate of 96% or higher).

through an annual schedule of programs and activities implemented by the Office Coordinator.

<table>
<thead>
<tr>
<th>Youth 60%</th>
<th>Youth 63%</th>
<th>Youth 66%</th>
<th>Youth 69%</th>
<th>Youth 72%</th>
<th>Youth 75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All other subgroups 75%</td>
<td>All other subgroups 77%</td>
<td>All other subgroups 79%</td>
<td>All other subgroups 81%</td>
<td>All other subgroups 83%</td>
<td>All other subgroups 85%</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE

STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Office Coordinator.</td>
<td>Method for Measuring: Chronic Absentee Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Schoolwide Baseline Level of Performance</td>
<td>Schoolwide 4% Decrease</td>
<td>Schoolwide 4% Decrease</td>
<td>Schoolwide 4% Decrease</td>
<td>Schoolwide 4% Decrease</td>
<td>Schoolwide 4% Decrease</td>
</tr>
</tbody>
</table>

DROPOUT RATE [Middle and High Schools Only]

STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method for Measuring: _____________________</td>
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</tbody>
</table>

<table>
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<tbody>
<tr>
<td>N/A</td>
<td></td>
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</tbody>
</table>

GRADUATION RATE [High Schools Only]

STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method for Measuring: _____________________</td>
</tr>
</tbody>
</table>

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

1st yr with LAUSD previously approved by LACOE
### STUDENT SUSPENSION RATE
**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually decrease the number of students who are suspended.</td>
<td>Provide and obtain training opportunities for certificated and classified staff on alternatives to suspension. Annual ongoing review of suspension rate in order to (1) improve and refine comprehensive PBIS program for all students (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development on PBIS.</td>
<td>Schoolwide Less than 5%</td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE
**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Expulsion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually decrease the number of students who are expelled.</td>
<td>Annual ongoing review of suspension rate in order to (1) improve and refine comprehensive PBIS program for all students (2) set internal benchmark performance targets, and (3) design and</td>
<td>Schoolwide Goal of 0 or decrease from previous year</td>
</tr>
</tbody>
</table>

1st yr with LAUSD previously approved by LACOE
**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Safety and School Connectedness Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the safety and school connectedness score(s).</td>
<td>Annual review and analysis of quarterly student and parent focus group comments to determine action steps in increasing safety and school connectedness score (Chief Communication Officer; Principal). Promote and strengthen the home-school partnership.</td>
<td>100% 100% 100% 100% 100% 100%</td>
</tr>
</tbody>
</table>

**Broad Course of Study**

**State Priority #7**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Master Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually ensure that all students are enrolled in courses as prescribed in Education Code Section 51210.</td>
<td>Annual review and analysis of master schedule to ensure that all students are enrolled in a broad course of study.</td>
<td>100% 100% 100% 100% 100% 100%</td>
</tr>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES Method for Measuring: Retention Rate</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>The school will annually reduce number of students retained in a grade level.</td>
<td>Quarterly review and analysis of schoolwide data to generate strategic action plans to address any gaps. Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain</td>
<td>Schoolwide Baseline Level of Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4% Decrease</td>
</tr>
</tbody>
</table>
ICS offers a curriculum aligned with the academic performance and content standards of the California State Board of Education. The core curriculum consists of English language arts/reading, mathematics, science, and social studies. In addition, the instructional program includes physical education, visual-performing arts, technology, and foreign language courses.

### Competency-Based Instruction

Like all Ingenium Schools, ICS implements the Ingenium Learning System (ILS), a competency based instructional program based on the Reinventing Schools Coalition’s (RISC) Reinventing Schools Model (RSM).

Leading education researcher Robert Marzano has stated, “The RISC approach to Schooling is the most comprehensive and well-articulated approach to standards-based reform in the country.”

In a competency-based system, students work at their own level and their own pace. A student who has fallen behind their grade level receives scaffolded instruction so that the student has the underpinning knowledge necessary to master grade-level standards. If a student had gaps in mastery of standards of previous grade levels, he or she will work on those in parallel with the grade-level core curriculum. If a student masters grade-level standards at a faster rate than classmates, he or she will be exposed to higher grade-level standards.

Teachers make data-driven decisions to strategically create flexible groups and particular attention is paid to a student’s best learning style/modality. Instruction is differentiated to meet the needs of all students, which particularly benefits traditionally underserved populations, such as ELs and students with disabilities.

Marzano’s nine high yield strategies (based on a meta analysis of over 100 independent research studies) are used in ICS classrooms to maximize the effectiveness of learning time. (See Marzano’s (Nine) High-Yield Instructional Strategies charts on pages 21-23).

### How the Curriculum Supports Competency-Based Learning

Using a data-driven instructional approach, teachers are able to leverage the curriculum to meet the individual needs of students. For example, through the computer adaptive iReady system, students are able to work at their own level and pace. Students do not advance until they have mastered all relevant standards. Power Standards have been identifed in Math and English...
language arts for all grade levels and related lower level standards have been tied to them so that scaffolding may be provided to bring students up to their grade level standards.

**Specific Instructional Materials**

_Ready! Common Core by Curriculum Associates – Math and ELA_

Ready Common Core’s Student Instruction and Practice Books provide rigorous instruction on the new CCSS using a proven-effective, gradual-release approach that builds student confidence and supports mastery of complex standards. Ready! resources include full-length practice tests and interim assessments. Every lesson focuses on a specific standard, allowing teachers the ability to cover each standard when and where it fits in his/her curriculum while maintaining the flexibility to revisit standards as student needs dictate.

The reading series meets the text complexity expectations of the CCSS by using multiple leveling criteria as recommended in the CCSS documentation. In addition, it uses an extensive amount of authentic text from acclaimed authors and publications, incorporates a wide range of informational and literary genres, and demands close reading and frequent interaction with the text. Lesson themes also build on and deepen understanding of grade-level social studies and science standards.

The math program addresses the CCSS’s emphasis on conceptual understanding through reasoning, modeling, and discussion that explores the structure of mathematics, while also developing students’ procedural fluency. Lessons strengthen students’ ability to use higher-order thinking to solve multistep problems, problems with more than one correct answer, and problems requiring analysis and explanation. The Standards for Mathematical Practice are embedded throughout the instruction.

Teacher Resource Books support teachers with strong embedded professional development, including step-by-step lesson plans and best-practice tips to learn the new approaches to teaching the Common Core. The online Teacher Toolbox provides teachers with invaluable, easy-to-use resources to differentiate instruction and re-teach prerequisite skills students may not have mastered in earlier grade levels.

**i-Ready Diagnostic & Instruction**

_**i-Ready Diagnostic**_

i-Ready is an online, adaptive, individualized, diagnostic assessment that determines competency on Common Core math and reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains. Results drive instruction as teachers work towards satisfying each student’s individual needs.

The i-Ready assessment is administered every 8 weeks starting from the second week of school. Teachers are provided with the reports and given time during a weekly professional development session to analyze the results and adjust planning and instruction using the Identify-Deconstruct-Expand-Assess process.
Ingenium has selected this assessment for teachers to have immediate access to data that identifies individual student’s strengths and weaknesses so they can plan appropriate instruction for each child. An added benefit of the i-Ready assessment is that it resembles Smarter Balanced, the new online, adaptive State assessment which will replace STAR Test in the Spring of 2015.

The i-Ready assessments are taken on a computer in either the computer lab or on laptops in the classroom. iReady is designed to find a child’s appropriate skill level. After successfully or unsuccessfully answering several questions, the test adjusts, offering a more or less challenging problem based on the child’s response. The process continues until the student’s instructional level is determined. Benchmarks, or full assessments are taken every quarter.

**i-Ready Instruction**

Based on the results of the i-Ready® Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels. Students are given explicit instruction, and practice what they’ve learned, receiving encouraging, and corrective feedback to reinforce understanding. Students are then assessed at the end of each lesson to support ongoing progress monitoring. Suitable for advanced students, remediation, and English Learners, iReady Instruction provides the differentiated needed to support all students.

i-Ready Diagnostic & Instruction has won numerous awards based on its quality and effectiveness, ease of use, creative use of technology, and suitability for use in an educational environment, as well as its significant enhancements which has enabled it to offer the highest quality experience for educators and students. For these reasons, we have chosen iReady as a partner during our transition to the Common Core.

**Eureka Math: A Story of Units – Common Core**

Eureka Math is an ICSS-based comprehensive math curriculum developed by Common Core, a Washington D.C. based non-profit in partnership with the New York State Education Department. In 2013, it was chosen as the recommended Math resource by the State of Louisiana, praising the curriculum for its rigor and alignment with the Common Core State Standards. At ICS, we have adopted the K-5 Program, A Story of Units, as a resource for all teachers.

“The curricular design for A Story of Units is based on the principle that mathematics is most effectively taught as a logical, engaging story. At the elementary level, the story’s main character is the basic building block of arithmetic, or the unit. Themes like measurement, place value, and fractions run throughout the storyline, and each is given the amount of time proportionate to its role in the overall story. The story climaxes when students learn to add, subtract, multiply, and divide fractions; and solve multistep word problems with multiplicative and additive comparisons.”

A Story of Units focuses only on the major standards for each grade level, builds directly on the standards taught in the previous grade so that the standards are presented to students in a
coherent way, and includes the components of fluency, conceptual understanding, and application (as one can see in the structure of each lesson) to ensure rigor. Teachers are trained in how to use existing, and create their own “Story of Units”, during the summer professional development sessions.

The foundation of A Story of Units is Singapore Math. All writers for the curriculum are Singapore Math experts, which mean that the curriculum benefits from a decade of observation of students and refinement of procedures. Built in to this program are assessments as tools for self-monitoring and self-improvement, and a well thought out less structure that consists of four parts: fluency, application, problems, conceptual understanding and student debrief.

STEMscopes / Accelerate Learning
STEMscopes is a comprehensive, online science curriculum that was built specifically with the NGSS standards in mind. Developed in conjunction with Rice University, this online, inquiry-based curriculum provides digital teacher and student materials that can work in any classroom regardless of how much technology is available or used, giving teachers flexibility and choices. CEO of Accelerate Learning tells us that “The core of STEMscopes is hands-on science – learning science by doing science – created by teachers for teachers.” STEMscopes unwraps the NGSS standards into digestible modules for students. Using an intuitive dashboard and drag-and-drop system, teachers can select from up to 35 resources per standard to develop their lessons. Within each unit, teachers can quickly review student expectations, key concepts and fundamental questions, and access materials lists and assessments. In addition, up-to-the-minute analytics provide teachers with feedback on each student, so they can accelerate learning with differentiated activities.

For students, STEMscopes provides an array of hands-on, interactive activities to turn their natural curiosity into positive outcomes. Activities such as scientific investigations, problem-based learning activities, career and content connection videos, games, and interdisciplinary connections help students take ownership of their learning and develop a deeper understanding of the knowledge and skills they need to succeed. To extend learning to the home, STEMscopes also offers a parent and student online portal.

STEMscopes are used for grades 4 and 5. For grades K-3, teachers use a research-based science curriculum called the Full Open Science System (FOSS). Additional information about FOSS modules can be found at http://www.fossweb.com/what-is-foss

8 Additional information about FOSS modules can be found at http://www.fossweb.com/what-is-foss
ThinkCERCA – “Think Critically, Think Collaboratively, ThinkCERCA”

ThinkCERCA is a framework that teaches critical thinking and literacy skills, skills that are essential to the Common Core State Standards. The online platform leverages technology to allow teachers to design, share, deliver and assess lessons using the CERCA argumentation framework: claim, evidence, reasoning, counterargument and audience. Students can move at their own pace through online lessons that emphasize reading critically and collaborating with peers through argumentation. The platform also tracks student progress in expressing critical thinking across disciplines.

ICS understands that children learn best when they are engaged in activities that capitalize on their natural curiosity and assist them in uncovering areas of talent or passion. ICS provides all students with the opportunity to experience other cultures and develop a global perspective through school wide events, projects, and field trips.

The school encourages all students to use problem-solving and critical-thinking skills not only in the classroom but in social situations as well. The school fosters a learning community in which all students experience respect for their sustained efforts as well as their immediate successes.

The school has specific standards-based curriculum for each grade level. The intended outcome for the school is for all students to demonstrate mastery at or above grade level as set by state standards in areas of reading/language arts, mathematics, science, and social studies.

Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for all students. The overarching philosophy of ICS is a focus on developing the “whole child” through the integration of visual and performing arts into other content areas. This philosophy works in conjunction with the idea that it is part of a school’s mission to assist students in identifying their passions and talents. In addition, through these endeavors, children build creative capacity and problem-solving skills.

The instructional approach is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis is on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities promotes positive social development, responsibility, and academic interaction. Flexible learning strategies incorporate a variety of student grouping, as seen in the chart below:

<table>
<thead>
<tr>
<th>Teacher-Led</th>
<th>Student-Led</th>
<th>Performance Based Groups</th>
<th>Student Dyads/Pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class Instruction</td>
<td>Collaborative Groups</td>
<td>Group Study</td>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td>Small Group Instruction</td>
<td>Circle Sharing</td>
<td>Interview for Options</td>
<td>Partner Turns</td>
</tr>
<tr>
<td>Students working alone in teacher-directed activities</td>
<td>Four Corners</td>
<td></td>
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</tr>
</tbody>
</table>

1st yr with LAUSD previously approved by LACOE
Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for all students who learn best through seeing, hearing, and movement. These activities employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children’s individual intellectual strengths and learning styles.

**Addressing California Content Standards and the Common Core State Standards**

ICS’s instructional approach supports student achievement of the objectives specified in the charter, and mastery of the State content and performance standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605 by the following processes:

- The California Content Standards and the CCSS form the basis of student generated action plans. Students monitor progress toward mastery of all grade level standards and adjust as necessary.

- The Student Goal Folders contain each student’s individualized learning plan (ILP). The ILP contains student PDCA and/or PLCA sheets, progress tracking documents, and evidence that students have attained their goals.

- Comparative data is posted in the classrooms. ICS uses a discreet numbering system to ensure that FERPA laws are not be violated. Data is analyzed in each content area to monitor progress at the individual, class, and school-wide levels.

- Overall data trends are evaluated at every level and discussions take place on a weekly basis regarding curricular adjustments and interventions to be utilized for struggling students as well as enrichment recommendations for high achieving students.

- During professional development time over the course of the summer, and throughout the school year, teachers in all content areas unpack the California Content Standards and the Common Core State Standards and create progression of learning and pacing charts.

- Progress reports reflect standards-based grading. Grades are based on student progress toward mastering the California Content Standards and the Common Core State Standards for each grade level. All assignments, assessments, and projects are standards-based and all students continue to focus on their goals for mastering the standards throughout the school year.

Correlation studies are performed using school-wide mastery of the standards and comparative data from the state standardized tests or equivalent in each content area as appropriate. Trends are noted and, prior the start of the next school year, recommendations and an action plan is developed to address areas in need of modification.

ICS maintains a computer lab, accessible to all ICS students. This computer lab is run by a technology lab assistant and supported by the ICS technology director. As available, students are scheduled for a regular technology period. During this period, students learn keyboarding skills
and other necessary technology skills including but not limited to: proper mouse usage, dragging and clicking, and software use such as PowerPoint and Word.

Students also practice answering multiple-answer, multiple-choice questions using the computer and practice other taking skills required to successfully complete computer-based state standardized assessments. For example, during the 2013-2014 school year, ICS successfully administered the Smarter Balanced Field Test to all students in grades 3-5, exposing them to the new test-taking technology demands. Prior to the administration of the Field Test, students were introduced to and practiced the necessary test-taking skills.

ICS admits transitional kindergarten students based on the age mandates of Education Code Section 48000(c). Transitional kindergarten students must follow the same immunization requirements as ICS’s kindergarten students. The length of the transitional kindergarten day is the same as grades K-5. Transitional kindergarten students are be taught by a California State credentialed teacher using any/all or a combination of California’s Preschool Learning Foundations, California Preschool Curriculum Frameworks, California Academic Content Standards, and the Common Core State Standards for English Language Arts and Mathematics. Transitional kindergarten students receive the same English Learner Curriculum as all ICS students. In addition, transitional kindergarten students receive the same/similar academic and social supports as ICS’s K-5 students.

**Academic Calendar (please see on next page)**
Bell Schedule
ICS’s 180 school days begin at 8:00 AM and end at 2:30 PM except on Thursdays, when the school day ends at 12:30 in order to provide two hours for professional development and teacher collaboration.

<table>
<thead>
<tr>
<th>Monday, Tuesday, Wednesday, Friday</th>
<th>Thursday</th>
</tr>
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<tbody>
<tr>
<td>8:00 – 9:30 classes</td>
<td>8:00 – 9:40 classes</td>
</tr>
<tr>
<td>9:30 – 9:50 recess*</td>
<td>9:40 – 10:00 recess*</td>
</tr>
<tr>
<td>9:50 – 12:20 classes</td>
<td>10:00 – 12:10 classes</td>
</tr>
<tr>
<td>12:20 – 1:00 lunch*</td>
<td>12:10 – 12:30 lunch*</td>
</tr>
<tr>
<td>1:00 – 2:30 classes</td>
<td>12:30 – 12:45 classes</td>
</tr>
</tbody>
</table>

*Recess and lunch start and end times vary by grade level; recesses are 20 minutes and lunches 40 minutes.

Instructional time is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Regular Schedule</th>
<th>Minimum Schedule (Thursday)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Instructional Time</strong></td>
<td>330 minutes/day</td>
<td>245 minutes</td>
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</tbody>
</table>

Typical Kindergarten Day:
8:00-8:15 Community Reading  
8:15-8:20 Morning Business (Flag Salute, Attendance)  
8:20-8:40 Calendar/Phonemic Awareness Activities  
8:40-9:30 Reading/  
9:30-9:50: Recess  
9:50- 10:30 Writing Activity/ELD  
10:30-11:30 Math  
11:30-12:20: Social Studies  
12:20- 1:00 Lunch  
1:00- 1:40 Physical Education/Visual & Performing Arts  
1:40-2:30 Science Lab/Technology

Typical 1st Grade Day:
8:00- 8:10 Opening (Attendance, Community Reading)  
8:10-8:30 Phonemic Awareness Activities  
8:30-9:00 Language Arts (Dictation, Word Wall, Vocabulary)  
9:00-9:30 Reading Comprehension and Writing Skills  
9:30- 9:50: Recess  
9:50- 10:30: Reading Comprehension and Writing Skills  
10:30-11:30 Math  
10:30- 12:20: Social Studies/ELD  
12:20- 1:00 Lunch  
1:00- 1:40: Science Lab/Technology  
1:40- 2:30: Physical Education/Visual & Performing Arts

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Typical 2nd - 5th Grade Day:
8:00- 8:15: Opening (Attendance, Community Reading)
8:15-8:25 Mental Math Activities
8:30-9:00 Language Arts (Blending, Dictation, Word Wall, Vocabulary)
9:00-9:30 Reading Comprehension, Skills, Fluency
9:30- 9:50 Recess
9:50- 10:30: Reading Comprehension, Skills, Fluency
10:30-11:20 Writer’s Workshop/ELD
11:20-12:20 Math
12:20- 1:00 Lunch
1:00-2:00 Social Studies/Physical Education/ Visual & Performing Arts
2:00-2:30 Science Lab/ Technology

**Instructional Days and Minutes Calculator**

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<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
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**Professional Development**
ICS advertises teacher openings at local university training programs, including UCLA, USC, California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, Claremont Graduate Universities and Mount St. Mary’s College. Openings are also posted on EdJoin.

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The hiring process includes interviewing and collecting the following documents from applicants: résumés, CBEST results, certified and sealed college transcripts, references, records of experiences, credentials, licenses, and verification of previous employment.

In order to ensure that candidates are NCLB-qualified, Ingenium Schools’ teacher application package includes an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete. The Ingenium Schools director of human resources then completes an “NCLB Teacher Requirements Form” and verifies the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD (or state recognized equivalency for EL Authorization) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants are scored on a variety of measures including demonstrated student achievement with ICS’s target student population (see page 16-17 for a description of ICS's target student population). Bilingual teachers qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score are invited for interviews with the Development Team. These interviews are also scored. Top scorers are asked to teach demonstration classes for observation by Development Team members. Top scoring candidates are sent invitations to join the ICS faculty at the end of the process and, if they accept the invitation, are sent an employment agreement to complete. All potential teachers are screened to ensure compliance with Ed Code §§ 47605(b)(5)(F) and 44237 at the Ingenium Schools’ central office.

Upon completion of employment agreements teachers are provided with a guide explaining ICS’s Ingenium Learning System program as well as a Teacher Progression Framework. Just as all ICS students set learning goals, develop action plans, and track their learning progress, ICS teachers similarly develop their own professional development goals and action plans and track their progress.

Contracted teachers are invited to observe RSM-based school. Newly hired teachers also attend a two-day workshop in early July. The workshop focuses on classroom implementation of the Ingenium Learning System.

ICS encourages educators to be teacher-researchers utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to the instructional program, formulate questions regarding curricula and instruction, hypothesize solutions, report to peers, and adapt new lessons to meet the unique needs of students.

ICS professional development opportunities provide teachers time to inquire about practice, study individual and aggregate student data, develop best practices, and measure progress toward school-wide goals.

Ingenium Schools’ professional development system is modeled on the competency-based Ingenium Learning System. An Ingenium Schools Teacher Progression Framework has been created with teaching standards defined by the teaching staff. These Teacher Progression Framework standards are entered into MasteryConnect, the competency-based learning system
used for the students, so that teacher mastery of teaching standards may be pegged and tracked the same way student mastery is.

Teachers joining Ingenium Schools are assessed for their level of teaching standards mastery and their levels of mastery are entered into the Teacher Progression Framework in MasteryConnect. Each teacher completes a professional development plan with goals for what standards to master each year and projections for when the standards will be mastered. Achievement of these goals is tracked in MasteryConnect. The ICS principal provides each teacher with resources for mastering the standards the teacher has identified. In addition to individual teacher standards mastery goal setting, the ICS faculty annually sets collective priorities for standards mastery for the group as a whole and ICS professional development is driven by these priorities.

The Teacher Progression Framework identifies standards that must be mastered by teachers prior to their leading an Ingenium class. When they are engaged (ideally in the spring before the beginning of the new school year) new teachers are provided with study packets and learning goals so that they may begin preparing for their leadership of an Ingenium class in the fall. A two week summer professional development institute includes instruction in these essential standards for beginning Ingenium teachers and assessments to ensure the essential standards have been mastered.

Teachers are regularly completing data analysis each week. The ILS requires teachers to be able to analyze student data in order to provide appropriate instruction and support. Teachers post graphs indicating the learning progress of their classes on classroom bulletin boards. They also report on their class progress in monthly data reports to the Principal, who works with staff on the basis of the data presented. The Principal conducts quarterly conferences with teachers during which the teacher’s professional goals and action plan are evaluated.

In addition to the RSM, the professional development program places special emphasis on providing educational services to the targeted student population – such as SDAIE training and review of the California English Language Development (CA ELD) Standards. Within this strand of professional development, teachers learn how to build out research-driven ELD lessons. Discussions for Learning curriculum materials are also used. ICS adheres to all six principles of the LAUSD Master Plan for English Learners, by implementing its own Master Plan for English Learners.

Each summer, prior to the start of the school year, teachers engage in professional development to prepare for the upcoming school year. Professional development provides staff with the opportunity to plan a course of study that aligns to the State content and performance standards, including the CCSS, and integrates high expectations for student learning. Session topics include the Ingenium Learning System, using data to make instructional decisions, quality tools in the classroom, and utilizing technology in the classroom.

Every Thursday students are released according to the minimum day schedule to allow teachers to participate in professional development. The following is a list of topics to be addressed during professional development sessions:
Professional development topics include:

- Student performance levels and how they are utilized in teacher planning
- Ingenium Learning System training
- Intervention and Enrichment
- Working with students with disabilities and IEP implementation
- California Content Standards and the Common Core State Standards-based effective lesson planning
- Development and monitoring of cross-curricular projects and authentic assessment tools
- Monitoring student mastery of the California Content Standards and the Common Core State Standards and adjusting instruction to maximize student mastery
- Classroom management
- Differentiated instruction
- Standards-based grading and assessment
- Mainstreaming special needs students
- Writing across the curriculum
- Integrating technology into the classroom
- MasteryConnect
- Creating a Scope and Sequence
- Lesson Planning
- Parent Communication
- ELD Portfolios
- ELD Strategies
- Positive Behavior Support Systems
- School Assessments
- Understanding the Teacher Progression Framework
- Data Analysis
- Effective Homework Strategies
- Creating meaningful learning Objectives
- Aligning assessments with learning objectives
- Smarter Balanced Assessments
- Differentiation
- Student Goal Setting
- Effective Hooks
- Individual Student Behavior Supports
- Creating Formative Assessments
- Reading and Writing in the Content Areas
- Engaging all Students
- Supporting Advanced Students
- Effective Winter Break Packets (optional homework)
- Reducing Vacation Learning Loss
- Creating Interdisciplinary Learning Experiences
- Maintaining Anecdotal Records
- Designing Multi-Modal Learning Experiences
- Effective Small Group Instruction
Using Various Forms of Assessment
Maintaining Student Motivation
Goal setting

**English Learners**
ICS implements its own Master Plan for English Learners (ELs). This Master Plan mirrors much of the LAUSD master plan. The Charter School will meet all applicable legal requirements for ELs as it pertains to annual notification to parents, student identification, placement program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

**Process for identifying ELs**
Once a student is enrolled, they take a home language survey. Each student who indicates that his/her home language is other than English takes the California English Language Development Test (CELDT) or English Language Proficiency Assessment for California (ELPAC) within thirty days of the student’s initial enrollment⁹ date and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

ICS notifies all parents of ICS’s responsibility for CELDT/ELPAC testing and of his/her child’s CELDT/ELPAC results within thirty days of receiving results from the publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Educational program for English language acquisition, including how, where, and by whom the EL program components will be provided**
At ICS, targeted English instruction in the form of English Language Development (ELD) is provided for ELs and is based on the CA ELD Standards. This ELD instruction takes place during a documented period each day and is facilitated by each ICS core teacher in his/her classroom during the designated EL time. ICS teachers use a state-approved curriculum during the EL block to guide instruction.

During the scheduled EL period, teachers use visual scaffolds such as graphic organizers, employ pre-teach and re-teach activities using flexible grouping strategies, and provide an individualized learning experience for students depending on their location on the English language continuum.

Teachers document EL student progress in each EL student’s EL portfolio. EL student work is collected within, allowing ICS’s ELD coordinator to monitor both student progress and teacher effectiveness. Progress is monitored at least quarterly by identifying the number or EL standards

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⁹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
mastered in the EL portfolio, identifying whether the work in the portfolio evidences mastery of the targeted EL standards, evaluating other evidence of student academic achievement, and creating an action plan where student progress is lagging.

ICS’s EL coordinator provides regular staff development to all teachers, educating ICS teachers on the specialized needs of ELs and teaching the staff strategies to support EL students. ICS’s EL Coordinator is a CLAD certified, experienced teacher with full understanding of Specially Designed Academic Instruction in English (SDAIE). For students with ELD levels 1 and 2, the teachers are trained on the implementation of the curriculum Discussions for Learning (or other similar research-based approach to ELD). Teachers that teach ELs continue to receive training and support in the effective implementation of techniques such as SDAIE by ICS’s EL Coordinator as well as by attending outside conferences with an emphasis on ELs through organizations like CSUN, UCLA, or other proven programs also observe model lessons and receive feedback on their implementation of EL techniques by ICS’s EL Coordinator.

How the program will meet the new CA ELD Standards and use the results of CELDT/ELPAC
ICS’s ELD program will meet the new CA ELD Standards. Specifically, EL students will be held to the same high expectations established for all students; EL students will develop proficiencies in English domains including listening, speaking, reading and writing. ELs will be taught challenging academic content and receive instruction that reflects their language proficiency levels. ELs will be evaluated with appropriate and valid assessments aligned to state and local standards; EL students will be allowed additional time and instructional support.

ICS’s Phase-In Plan

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Phase</td>
<td>Awareness Phase: School focuses on introducing EL standards, planning implementation, and establishing collaboration.</td>
<td>Transition Phase: School focuses on building resources, increasing professional development opportunities, and expanding collaboration amongst stakeholders.</td>
<td>Implementation Phase: School focuses on new professional learning support systems; full alignment of curriculum, instruction, and assessments; and effective integration of EL standards.</td>
</tr>
<tr>
<td>Professional</td>
<td>Exploration of new CA ELD Standards and cross walking old ELD standards to new CA ELD Standards for alignment; overview of ELD Program, including purpose, identification process, and progress monitoring ELD Portfolio Process; identification of ELD Curriculum and</td>
<td>Unpacking the CA ELD Standards; ELD Portfolios; Progress Monitoring; ELD Strategies; ELD Curriculum implementation.</td>
<td>ELD Portfolios Progress Monitoring Differentiation in ELD ELD strategies Literacy and ELD</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The program uses the results of the CELDT/ELPAC in order to identify the level of English for each student, as well as to identify strategies to support EL’s English acquisition. After levels are identified, scaffolding is provided to each student at their level of English for instruction and for progress monitoring.

**Services and supports for ELs, including instructional strategies and intervention**

ICS uses Specially Designed Academic Instruction in English (SDAIE) and ELD strategies to provide students access to the core curriculum through a content-based and scaffolded program. Some strategies used to support ELs in developing English Language proficiency are:

- Realia (real objects and materials)
- Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia, presentations, storyboards, story-maps)
- Visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents)
- Graphic organizers (matrices, Venn diagrams and webs)
- 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)

**Monitoring and Evaluation of Program Effectiveness**

ICS monitors and evaluates the effectiveness of the EL program through:

- English Language Development coordinator (ELD) coordinator monitors student identification and placement annually by administering the CELDT/ELPAC Test.
- Teachers monitor student progress by maintaining portfolios for each EL student at every level. Portfolios are checked at every quarter to ensure students are making adequate progress. Student work is placed and the appropriate CA ELD Standard is marked on each piece of evidence within the portfolio. The ELD coordinator checks student progress according to portfolio and assessment results.
- ELD coordinator monitors the use of appropriate instructional ELD and SDAIE strategies by classroom and teacher observations. Teachers who are identified for using the tools at high levels coach teachers who are still mastering implementation of the various strategies. Based on identified needs from the evaluation process, all teachers engage in ongoing professional development internally led by the ELD coordinator, and certain teachers go to conferences such as the Staff Development for Educators (SDE) over the summer and teach what they learned to the remaining faculty.

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<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD curriculum; ELD Portfolios; CA ELD Standards</td>
<td>Surveys</td>
</tr>
<tr>
<td>ELD curriculum; ELD Portfolios; Assessments</td>
<td>Reclassification rate; Surveys; ELD POPs</td>
</tr>
<tr>
<td>ELD curriculum; ELD Portfolios; Assessments</td>
<td>Reclassification rate; Surveys; ELD POPs</td>
</tr>
</tbody>
</table>

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Process and specific criteria for reclassification
ICS adheres to current state law (EC Section 313), and all students who are identified as ELs participate in the annual administration of the CELDT/ELPAC until they are reclassified as RFEP.

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

- CELDT/ELPAC Test- Students must score a 3 or higher in all domains, reading, writing, listening and speaking with an overall score of 4 or higher.
- The student has demonstrated basic grade-level skills on the district benchmarks in the Basic, Proficient, or Advanced performance band on the ELA section of the test (70%) 
- District benchmark ELA Performance Tasks (Narrative, Informative, or Opinion) Rubric of 1-4 passing with a 3 (grades 3-5). K-5 Fluency measures are used to regularly monitor the development of early literacy and early reading skills. K-3 students participate in class and school assessments with progress assessed through reports that indicate mastery.
- Teacher evaluation based on student grades/progress report cards
- Parental opinion and consultation achieved through notice to parents or guardians of the language reclassification and placement processes and the encouragement of parent participation in these processes.

If all of these criteria have been met, then student is eligible for reclassification.

Process for monitoring progress of ELs and reclassified students
ICS’s ELD coordinator along with classroom teachers monitor students who have been reclassified for two years after reclassification. The ELD coordinator evaluates reclassified students quarterly by looking at each child’s academic progress. Along with the classroom teacher, the ELD coordinator identifies the strategies used to help each individual student and a record of these strategies are maintained. Additional support is provided through intervention services if a reclassified student is in need of them. Services may include tutoring, one-on-one intervention, and small group interventions.

Process for monitoring progress and supports for Long Term ELs (LTELs)
ICS monitors LTEL’s every quarter by collecting data for each LTEL. Data includes LTEL’s ELD portfolio where student work evidence is placed. A log of strategies is also kept in the portfolio. ICS’s expectation for LTEls is a progression in each Benchmark taken. LTEL’s are placed in rigorous grade level content classes mixed with English Proficient students and taught differentiated SDAIE strategies. Explicit language and literacy development across the curriculum is embedded through the program. Supports such as: intervention, one-on-one, whole group, small group is given if needed for each student.

Gifted and Talented Students
ICS recognizes that students who are gifted, academically high achieving, and/or talented have attributes as individual in nature as those of other ICS students.
Once identified, gifted students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. This differentiation will not only be more rigorous or sophisticated learning outcome focused, but also differentiated through learning style and student interest. The ILS is particularly well-suited to gifted students as it allows for students to individualize their goals and move at an accelerated pace while choosing channels through which to demonstrate mastery (e.g., writing a formula to solve math problems, creating a Power Point to demonstrate learning, etc.).

**Students Achieving Below Grade Level**
ICS is dedicated to ensuring that no child “falls through the cracks.” As such, ICS utilizes SST meetings to meet the needs of academically low-achieving students.

The SST is part of the pre-referral intervention process. The SST meeting is a team meeting that usually consists of one of the student’s general education teachers, an administrator, the child’s parents, and (depending on the concerns) specialists such as the special education teacher, speech and language pathologist, school psychologist, or occupational therapist. On occasion it may be appropriate to invite the student to the meeting.

SST meetings are for intervention planning for general education students that are not making satisfactory progress. All parties contribute and decisions are made at a group level. Usually a meeting consists of:

- Identification of the student’s strengths.
- Discussion of the concerns about the student at school.
- Review of the child’s school and/or developmental history.
- Review of the interventions already tried.

If the SST identifies other interventions to try, either inside or outside of the classroom (e.g., interventions within the home, after school programs, and community agencies), an action plan is developed and it is decided who is accountable for implementing each intervention. A follow up meeting is scheduled to evaluate the intervention results.

After the first two weeks of school have elapsed, teachers meet 1:1 with the principal or assistant principal to review the following data points:

- iReady Diagnostic Data
- Curriculum Associates’ Benchmark Data
- Mastery Connect Entries
- POP Charts/Goal Folders
- Classroom Data (anecdotal and formative)

Using this data, students who are achieving below grade level are classified into one of three tiers:

- Tier 1: Students who are identified as potentially ‘at risk’ of falling below grade level
- Tier 2: Students who do not make adequate progress with Tier 1 interventions or who are performing at least one grade level below current academic level
- Tier 3: Students who do not make adequate progress with Tier 1 and 2 interventions or who are performing more than one grade level below current academic level

To meet the educational needs of students in this subgroup, the following will be done:

<table>
<thead>
<tr>
<th>How the educational needs will be met:</th>
<th>Students identified as being below grade level academically will be placed into one of three tiers for intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Tier 1: 100% of students will receive high quality instruction using the ILS model by highly qualified teachers. Teachers may offer additional scaffold supports, such as sentence stems, graphic organizers, exemplars, and (re)teaching of prerequisite skills.</td>
</tr>
<tr>
<td></td>
<td>- Tier 2: Students who are slightly below grade level, as identified by at least one data point, will receive targeted interventions, such as small group instruction, academic goal setting, additional resources, and prioritization for after school program.</td>
</tr>
<tr>
<td></td>
<td>- Tier 3: Students who are more than a year below grade level, as identified by at least one data point, will receive targeted interventions, such as small group intervention with a reading/math interventionist, one-on-one instruction, and prioritization for after school program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where the educational needs of students will be met:</th>
<th>Educational needs will be met in the following locations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Tier 1: Provided in the general education classroom.</td>
</tr>
<tr>
<td></td>
<td>- Tier 2: Provided in the general education classroom with some interventions in the technology lab.</td>
</tr>
<tr>
<td></td>
<td>- Tier 3: Provided in the general education classroom with some pull-out interventions in the intervention room or the technology lab.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By whom will the instructional components, services and/or supports be provided:</th>
<th>Instructional components, services, and/or supports will be provided by the following people:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Tier 1: Highly qualified, general education teachers.</td>
</tr>
<tr>
<td></td>
<td>- Tier 2: Highly qualified, general education teachers with some support provided by a technology teacher.</td>
</tr>
<tr>
<td></td>
<td>- Tier 3: Highly qualified, general education teachers with a reading/math interventionist; some support might be provided by a classroom aide and/or technology teacher.</td>
</tr>
</tbody>
</table>

The same data points used to identify students in this subgroup are used to monitor the progress of students in this subgroup. These include, but are not limited to:

- iReady Diagnostic Data
- Curriculum Associates’ Benchmark Data
- Mastery Connect Entries
- POP Charts
- Anecdotal Classroom Data

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For students in Tier 1 and Tier 2, general education teachers and school leadership meet quarterly to discuss academic progress. For students in need of Tier 3 interventions, general education teachers, school leadership, and the reading/math interventionist meet monthly to monitor the progress of students.

**Socio-Economically Disadvantaged/Low Income Students**

Historically, the majority of the students at ICS come from families qualified as socio-economically disadvantaged (SED). In the 2013-2014 school year, 82% of ICS students qualified for free or reduced price meals.

To address SED student needs, ICS teachers work with each student on an individual level, helping them identify their own learning style\(^\text{10}\), teaching them to set their own goals (within the overall academic goals set forth in the course), and giving them the tools with which to achieve their goals. Once students master goals, teachers celebrate students’ achievements, thereby building students’ self-esteem and encouraging progress at every level. As students see their own academic progress, they begin to believe they can achieve and continue to improve and master the standards as teachers continue to adjust teaching strategies to assist and guide them in their journey. Specifically, ICS employs the following strategies:

**Academic Rigor**

According to the Institute For Learning, academic rigor features a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about major concepts. Instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

ICS’s learning-centered educational program (The Ingenium Learning System) supports academic rigor by:

- Encouraging all students to take ownership for classroom and personal learning.
- Writing class and individual goals and action plans based on high expectations and performance excellence.
- Setting high expectations for learning and performance excellence.
- Enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers, and personal Student Assessment Binders.
- Applying Marzano’s Nine Instructional Strategies that dramatically increase student achievement.

**Support for Students**

ICS provides multiple support systems for students, including:

- Onsite after-school tutoring programs.

\(^{10}\) There is compelling research on the uses and limitations of learning modality tools such as VARK, such as http://epm.sagepub.com/cgi/content/abstract/70/2/323
Individual Learning Plans and Student Assessment Binders through which students set learning goals, create action plans for meeting their goals, and track their learning progress.

EL Coordinator and Reading Interventionist provide academic supports in addition to daytime teachers.

Personalization is at the crux of the Ingenium Learning System. Personalization is achieved through Individual Learning Plans and Student Assessment Binders, which are completed by students and monitored by teachers on an individual basis. In addition, teachers differentiate instruction to meet the needs of each learner.

Continuous Improvement

The Plan-Do-Check-Adjust (PDCA)/Plan-Learn-Check-Adjust (PLCA) process is built into the core of the Ingenium Learning System, itself a classic continuous improvement system.

Students in Other Subgroups

ICS will continue to collect and analyze student demographic data at the start of each year in order to ensure proper and timely identification of all special subgroup students. In this way, ICS will identify foster youth, standard English learners, ELs, SED students, and others, to specifically address student needs.

ICS provides information to families about local organizations and community resources that support student needs. For example, free/low cost counseling services.

In addition, universal breakfast and an after school snack are provided on site daily to support students who need this level of care.

Standard English Learners receive direct, explicit in-class academic vocabulary instruction using culturally responsive instructional materials and resources.

In order to gauge program effectiveness, ICS regularly collects, disaggregates and analyzes data on student performance. Using this data and the Charter School’s IDEA process, the ICS is able to generate strategic action plans addressing student gaps. Regular check-ins ensure that the action plans are effective. Adjustments are made when necessary.

A day in the life of a fourth grade student at ICS

This scenario illustrates a day in the life of Miguel Saucedo, a fictional fourth grade student at ICS. It is told from Miguel’s perspective. All names are fictional in the following scenario.

At 8:00, when the school bell rings, I’m sitting quietly in my seat reading Island of the Blue Dolphins. I have my pencil, homework, and student goal folder on my desk. My first subject is English Language Arts.

Janice Cota, our class goal monitor for the day, is entering the number of students who are sitting quietly and prepared to work in the class goal folder. When we started the year, some students arrived after the bell rang, were not reading, or did not have their materials out when the bell
rang. As a class, we agreed that we had to come to school on time and be prepared to learn because we were not achieving our goals.

We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to – a warm fuzzy party. We turned in our plan to the principal, Ms. B, and explained to her that we are working to improve our attendance and level of preparedness when we arrive at school. Ms. Bakeer had been checking our attendance data and noticed that our class was struggling to arrive on time. She asked us to keep her informed of our progress.

We have our student goal folders out because it’s Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my English Language Arts teacher, has a big smile on her face, so I know we did well. Janice posts the class results on the wall.

Our class did well on the reading assessment and we met our goal for the week in reading, but I did not make the improvement that I planned in the reading section of my student goal folder. I wrote an action plan for what I am going to do to catch up with the rest of the class. The Plan-Do-Check-Adjust template helped me write my action plan. I’m going to read an extra 30 minutes a day at home and ask my older brother Carlos to help me with words I don’t understand. This has been a problem for me because I sometimes get discouraged when I come across new words and stop reading. I think Carlos can help me. I am also going to use the comprehension questions that Ms. Jarndyce gave to us to use with any story that we read.

Sarah won the Accelerated Reading Award for the month. She told me she likes this school because you get recognition for academic improvement, not just for sports.

We separated into four groups for centers. Three of the groups read while Ms. Jarndyce worked with the group I am in (the one with the students who did not meet their reading goals). We have to adjust our PDCAs from last week, focusing on strategies to improve our reading scores.

In our math class the next period, Mr. Toby gave us our math assessment results. I did well but the class did not. Many students cannot “multiply and divide expressions involving exponents with a common base,” one of the standards we wanted to have mastered by now. I’m good at doing this. We worked on a class action plan for how we are going to master this standard before the next assessment. We are going to separate our class into six groups, each with a high-scoring student, to work on this standard. Mr. Toby is going to give us worksheets that use this standard to work on in the groups. He also is going to go around to each group to see how it is going and give tips. I’m going to be leading one of the groups as a math prefect. I like helping other people when I am successful at something and I know that they will help me when I need help with my reading.

During science, which Mr. Toby also teaches, we learned about the rock cycle, which includes the formation of new sediment and rocks, and that rocks are often found in layers with the oldest generally on the bottom. I put my notes in my homework folder to study at home tonight. Before we were allowed to go home for the day we had to fill out our agendas. We copied the standard
that we learned for each subject from the board into our agenda. Part of our homework each night is to review the standards that we learned with our parents so that they understand what we are studying. Then I wrote down my assignment for each subject. I also wrote a note to begin looking for a book for my next book report. My choice is not due until Friday, but I sometimes forget to look for one and I wanted to begin early this time. Finally, I wrote a half page letter to my parents explaining how I did on my assessments last week and what my new goals and action plans are for this week. Mondays are an important day of the week for me because they help me make a plan for the rest of the week so that I know what to expect.
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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 schoolwide 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.” Ed. Code § 47605(b)(5)(B).

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Measurable Goals of the Educational Program**

A completed State Priorities table that includes these elements is provided in Element 1, page 31.

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

A completed State Priorities table that includes these elements is provided in Element 1, page 31.

**Other Performance Targets**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment Tool</th>
<th>Annual Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students make at least one year’s learning growth.</td>
<td>MasteryConnect entries by teachers.</td>
<td>Improvement over previous year</td>
</tr>
<tr>
<td>All students are present for learning.</td>
<td>PowerSchool attendance records.</td>
<td>Improvement over previous year</td>
</tr>
<tr>
<td>Positive classroom cultures.</td>
<td>Student survey results.</td>
<td>Improvement in student net</td>
</tr>
</tbody>
</table>

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promoter score (student would recommend the class to a friend) from the start to the end of the year.

### Measuring Pupil Progress Towards Outcomes: Formative Assessment

<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific Assessment Tool</th>
<th>Frequency of Assessment</th>
<th>Performance of Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student proficiency on the CCSS will increase annually. Baseline scores will be determined based on state assessments conducted in the 2014-2015 school year.</td>
<td>iReady Diagnostic assessments will be utilized to determine student academic grade levels and check in on progress. Curriculum Associates’ Common Core Benchmark exam will be given three times a year to measure proficiency rates on the SBAC.</td>
<td>Quarterly/Triannually</td>
<td>ICS students performing less than one year below grade level will improve by at least one grade level annually; ICS students performing more than one year below grade level will improve by at least a level and a half annually. ICS students will improve one proficiency band with each quarter benchmark.</td>
</tr>
<tr>
<td>Student conduct will improve annually as measured by attendance, suspension/expulsion rates, and mediation referrals.</td>
<td>Attendance: Powerschool attendance will be taken daily; absentee reports will be collected daily. Tardiness: tardy Log will be collected daily and analyzed weekly; Powerschool data will be collected daily and analyzed weekly. Referrals and suspensions: Powerschool data and log entries for office referrals will be collected and analyzed weekly; an Office Referral Log will be maintained in the office and analyzed weekly.</td>
<td>Daily/monthly/Daily/weekly/monthly/Weekly</td>
<td>ICS will maintain an average daily attendance rate of at least 95%. ICS will see a 5% reduction in tardies each year until the daily rate is less than 5%. ICS will have a suspension rate below 5% with a goal to annually reduce suspensions and expulsions until there are 0. ICS will have a mediation referral rate below 5% with a goal to annually reduce mediation referrals.</td>
</tr>
<tr>
<td>Parent Involvement will increase annually as measured by parent</td>
<td>Parent Attendance Log will be maintained at each event.</td>
<td>Quarterly</td>
<td>At minimum, 80% of parents will attend student-led conferences.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Attendance at student-led conferences and open house events.</th>
<th>At minimum, 80% of parents will attend open-house events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet professional development goals.</td>
<td>MasteryConnect entries.</td>
</tr>
<tr>
<td>ICS will see improvements in teacher performance annually as measured by teacher and student goal attainment.</td>
<td>Teacher Performance Framework will be used to set teacher goals. MasteryConnect POP Data will be collected and analyzed weekly to ensure students are achieving adequate academic progress.</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**Data Analysis and Reporting**

ICS will use the iReady Diagnostic to measure student performance. The iReady Diagnostic will provide a starting point for students and teachers. iReady is also an instructional and curricular resource. For example, after a student completes the Diagnostic, the student’s teacher will receive a detailed report on performance along with next instructional steps. A similar report is available for families, but instead of next instructional steps instead provides at home support suggestions.

Students may log into iReady at home or at school and work at their individual level as determined by performance on the iReady Diagnostic. For example, a student who is at Level K in Phonics will log into iReady and work from Level K through other levels based on mastery.

The iReady Diagnostic will be administered quarterly to measure student progress. Student performance will be reported on the student’s quarterly progress report. Each teacher will apply the school’s IDEA (Identify-Deconstruct-Expand-Assess) process to data. Teachers will then strategic action plans to address gaps. These action plans will address both instructional decision making and curriculum choices.

Curriculum Associates Common Core benchmarks will be administered each trimester. These benchmarks are aligned with the Smarter Balanced Assessment (SBAC) and thus will provide predictive evidence of a student’s likely performance on the SBAC. As with the iReady Diagnostic, the IDEA data analysis process will be applied to data to drive curricular and instructional decision making.

1st yr with LAUSD previously approved by LACOE
An item bank in Mastery Connect will allow teachers to create formative assessments to check in on action plan progress prior to administration of the Diagnostic and benchmarks. The assessment results will then be used to drive instruction.

ICS will also use California Assessment of Student Performance and Progress (CAASPP) results to identify school wide strengths and opportunities for improvement. The IDEA data analysis process will also be applied to this data and a school wide strategic action plan will be developed and implemented.

School wide data will be shared with students and their families at quarterly data talks. Results will also be reported in the weekly school newsletter.

In analyzing class and school wide data, school stakeholders—teachers, families, students, administrators—will then conduct a root cause analysis to make suggestions to improve the educational program and operations.

**Grading, Progress Reporting, and Promotion/Retention**

ICS is a competency-based system and uses a 4-3-2-1 grading scale:

- 4 = Advanced
- 3 = Proficient
- 2 = Developing
- 1 = Emerging

Students receive a score on all power standards. Power standards are aligned to the state standards in that they are a subset of the state standards. These are informed by the prioritization created by the organization Achieve The Core\(^{11}\), and were decided by the teachers during professional development at the end of the 2013-2014 school year. Each spring or summer we will revisit this list of power standards and revise it as necessary based on the results of the CASSPP to ensure proper prioritization.

Power standard data is included in the electronic grading system, MasteryConnect and produced on each student’s progress report. In providing scores for each standard, the system makes each student’s strengths and opportunities for improvement transparent and actionable. Progress reports are sent home each quarter.

Additionally, students and their families can access real time data on student performance in the Mastery Connect system. This is the same data used to generate the quarterly report cards.

Student-led conferences are conducted twice each year and provide an additional opportunity for families to check in on student progress.

**ICS-established Retention Criteria:**

\(^{11}\) Learn more about Achieve The Core by visiting their website at www.achievethecore.org.
Students may be considered at risk of being retained at the end of the school year if any of the following apply:

1) Grades K-2:
   a) Majority of pre-Reading/Reading skills taught have not been mastered.

2) Grades 3-5:
   a) Performing below minimal proficiencies on California Assessment of Student Performance and Progress in English/language arts.
   b) Performing below minimal proficiencies on California Assessment of Student Performance and Progress in mathematics.
   c) 1 or 2 in Reading.
   d) 1 or 2 in Writing.
   e) 1 or 2 in Mathematics.

Generally, a student must meet all criteria to be recommended for retention.

The school wide pre-SST process is intended to quickly identify struggling students and implement strategic and targeted interventions. Students at risk of retention will be provided supports throughout the process. At any point during the pre-SST and/or SST process, it may become clear that a student needs more intensive support. In these cases, the student will be referred for a special education evaluation.

ICS-established Promotion Criteria:
Students will be promoted to the next grade level when the following conditions are met:

1) Reasonable academic progress has been made
   a) as measured by appropriate skill acquisition for that grade level or
   b) as measured by achieving at a rate at least equal to the previous year’s progress

When a student is at risk for retention, parents are notified through teacher conferences, progress reports, and letters. All written notification is signed by the parent and returned to the school.

Appeal of Decision to Retain
If the parent(s)/guardian(s) or teacher(s) appeal the decision to retain the student, then the school principal or designee shall establish an appeals committee to consider the request.

The appeals committee shall be comprised of the principal or designee, the student’s parent(s)/guardian(s), and the teacher(s) of the subject(s) of core courses that the student failed to meet proficiency in.

The principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s), and via school mail the teacher(s) of the time and place for convening the placement committee.
The appeals committee shall review the overall academic achievement of the student in light of the intervention and Individual Learning Plan that has been implemented and make a determination to promote or retain the student.

The decision to promote a student recommended for retention must be the unanimous decision of the appeals committee and must determine that if placed and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.

The appeals committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.

The appeals committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, 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, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School 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. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.
Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School 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.

Charter School 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.

Charter School 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.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time. Charter School 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.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits,
changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School 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 Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School 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.

**Governance Structure**

While ICS collaborates and works cooperatively with LAUSD, ICS operates as a separate legal entity independent of LAUSD. ICS is operated by Ingenium Schools, a duly constituted California 501(c)(3) nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which will be maintained to be consistent with the terms of this charter.

As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of ICS. Ultimate responsibility for the governance of ICS rests with the Board of Trustees, which hires
the president to implement its vision. The Board of Trustees is the ultimate governing body and is responsible for major strategic and policy decisions related to the Charter School, such as strategic goals. It also monitors the school’s financial stability. The Board of Trustees approves Charter School policies as required by state, federal, and other applicable legislation, Ingenium Schools corporate bylaws, or by operational needs.

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

The Board of Trustees’ primary ongoing role is oversight of the Ingenium network and each schools’ management, specifically of the Ingenium president. The Board of Trustees engages the president, sets the president’s goals, and evaluates his/her performance. The Board of Trustees also sets Charter School goals with the president and monitors school performance, including compliance with the charter and other legal compliance. The Board of Trustees reviews, approves, and monitors implementation of the School Success Plan and LCAP.

The Charter School’s annual budget is approved by the Board of Trustees and financial performance is monitored at each board meeting. The Board of Trustees approves fiscal controls. It engages the Charter School’s auditor and reviews the annual audit.

President
The Board of Trustees engages a president responsible for leadership of all Ingenium’s schools. The president works out of a central office in support of all Ingenium schools. The president works with LAUSD, students, parents, community members and other governing bodies specified by local and state law. The president’s duties include, but are not limited to, the following:

- Lead CMO-level RSM/ILS development and the organization’s program for winning quality awards.
- Develop Charter School support systems and processes, including a student information system and assessment systems shared across all schools in the Ingenium network.
- Oversee fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the chairman of the board and the Board of Trustees in the creation of policies, programs, and strategic direction of the corporation. Support Board activities, including staffing for all Board of Trustees meetings, meeting schedules, locations, development of agendas, and meeting materials.
- With the assistance of the Chief Academic Officer, oversee administration of overall operation of all schools in the Ingenium network, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and
developing organizational and administrative policies and program objectives for Board of Trustees consideration.

Chief Academic Officer
The chief academic officer (CAO) engages and supervises Ingenium’s principals and develops their leadership skills to advance Ingenium Schools’ objectives of preparing students for success in college and in life by promoting and sustaining exceptional academic achievement. The CAO works closely with the president and the Board of Trustees to maintain and strengthen school quality. The CAO works out of a central office in support of all Ingenium schools.

Chief Business Officer
The chief business officer (CBO) assures the effective and efficient operations of all Ingenium Schools business services including financial planning, fiscal management, student information systems, regulatory compliance, maintenance and grounds, operations and safety, nutrition services, marketing, purchasing, risk management, and student attendance. The CBO works out of a central office in support of all Ingenium schools.

Principal
The CAO engages a principal to lead ICS’s day-to-day operations. The principal is responsible for planning improvements that directly address instruction and student and parent satisfaction.

The principal as the ILS program leader:
- Develops a plan for achieving the Charter School’s vision within the context of the Ingenium Learning System (ILS).
- Trains staff in elements of the ILS.
- Sets, with the assistance of teachers, school-wide learning goals and action plans and tracks school-wide learning progress. Modifies school-wide action plans to reflect learning progress.
- Leads the Charter School’s WASC accreditation process.
- Continually monitors progress on all measures of school and staff performance.

The principal as academic leader:
- Administers academic policies determined by the Board of Trustees and president and applicable local, state, and federal regulations.
- Provides leadership, direction, and support in the formulation, implementation, and annual adjustment of the Charter School’s instructional program plans.
- Sets standards for student achievement.
- Ensures the implementation of a high standards, research-based curricula, and ILS systems and tools in all classrooms. Ensures all students and teachers are using goal folders.
- Provides instructional leadership in advancing proven teaching and learning practices.
- Selects instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement in accordance with the standards and processes.
- Supervises and evaluates instructional staff to ensure quality instruction and student achievement.
- Recommends, supports, and monitors the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Monitors (and ensures that teachers monitor) student growth and achievement.
• Leads a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
• Supports the development of a network of student support systems.
• Ensures that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
• Oversees compliance in testing, admissions, special education, and other instructional areas.
• Deals with discipline issues, including entering discipline information into PowerSchool.

The principal as the site-based manager:
• Develops (with the CBO) and manages the school budget.
• Maintains complete and accurate records of the entire Charter School program.
• Manages the student recruitment and enrollment process.
• Recruits, selects, and hires school staff, including school-based support staff and (in collaboration with the CAO) instructional staff.
• Issues reports to the Board of Trustees on the progress of students in the Charter School and on matters of school operations as requested.
• Administers Charter School policies determined by the Board of Trustees and president.
• Ensures compliance with federal, state and local regulations and policies.
• Establishes and maintains a close working relationship with LAUSD.

The principal as the builder of the school culture:
• Builds an effort-based school culture of high expectations for all students throughout the school community.
• Communicates the vision that supports the school’s goals and articulate and model the school’s values.
• Engages the active support of parents and community members in support of the education of all the students in the Charter School.
• Provides leadership to the school leadership team, which consists of the principal, teachers, staff, parents, and community members.
• Seeks feedback on the progress of the Charter School.
• Serves as a spokesperson for the school in the community and elsewhere.
• Creates an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
• Engages parents and community in planning and implementing programs, including community use of the school site.
• Manages and facilitates group planning and program-solving sessions.
• Builds on the strengths of staff and recognize improvement.
• Supports and monitors the development of non-instructional staff and implementation of non-instructional program improvements.
• Ensures a safe and orderly environment.
• Directs the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the Charter School.

**Board of Trustees**
To achieve effective school governance, Ingenium Schools’ Board of Trustees have been selected with the assistance of a board capacity matrix. For example, the capacity matrix tracks
experience in school administration, classroom instruction; law; finance; and served communities. New board members are selected in part, to fill in current gaps identified in the capacity matrix, if any. This process ensures that the trustees have appropriate experience and background to achieve effective school governance.

Board of Trustees Members
The Board of Trustees includes five to nine Trustees. It currently has seven Trustees:

Martha Notaras – Chair
Chair is CEO of Optimal Capital Deployment, which provides strategic, corporate development and acquisition support to consulting clients. Her market expertise includes education technology, insurance, financial services, and commercial real estate. On behalf of a strategic investor, she invested over $600 million in twenty business information services companies. Ms. Notaras also has extensive experience as a board director and chairman. She received her B.A. cum laude from Princeton University and her MBA from Harvard Business School, where she was designated a Baker Scholar for graduating in the top 5% of the class.

Dr. Michael Noble – Vice Chair
Dr. Michael Noble has experience ranging from taking a startup public to Fortune 500 with various management roles in education, healthcare, real estate development, and environmental health and safety in companies such as Liberty Mutual and McGraw-Hill. He has a proven record of cost containment while increasing customer satisfaction and company profitability. He has implemented process improvement and change management as well as developed policies to promote business development and customer satisfaction. Dr. Noble holds an Ed.D in Organizational Development from the University of La Verne and an MBA in Health Service Management from Golden Gate University.

Joan Sabree Faqir – Secretary
Joan Sabree Faqir recently retired as an LAUSD a fifth grade teacher. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences. Ms. Faqir also instructed in the LAUSD Intern Program and BTSA. Previously, Ms. Faqir served as principal of MuMin Academy in Oklahoma City, Oklahoma for six years and served as the Center for Advanced Learning’s president during its inaugural year.

Liane Osterholt – Treasurer
Tiane Osterholt currently serves as chief financial officer to a startup venture engaged in the manufacture of safety evacuation systems for large commercial buildings. She also serves on the board of several startup companies at various stages of development. As a management consultant with over 20 years of experience, her expertise ranges from strategic planning, product marketing and sales planning, finance, and banking. Ms. Osterholt earned her Master’s Degree in Business Administration from the Harvard Business School in 1988. She won a Fulbright Scholarship to conduct two years of graduate studies at the University of Bonn after earning her Bachelor of Arts, cum laude from the University of Southern California.
**Nirosha Ruwan – Trustee at Large**

Nirosha Ruwan is an experienced corporate and intellectual property lawyer whose clients range from start-up technology companies to large public companies. She is a principal of the Ruwan Law Group. She previously practiced law at Latham & Watkins in Los Angeles and Cleary Gottlieb Steen & Hamilton in New York. She is the founder and president of Rockhold Education, which provides tutoring and college admissions counseling services for middle school and high school students. Ms. Ruwan received her B.A. magna cum laude from Harvard College and her JD cum laude from Harvard Law School.

**Alan Campbell – Trustee at Large**

Alan Campbell has 35 years of experience in computer operations and information technology. Twenty five of these years were at the City of Los Angeles Information Technology Agency, where he retired in 2007 as an information systems operations manager. Mr. Campbell is a community volunteer with the Los Angeles County library system and Parent’s Fight Autism Together (P-FAT).

**Dr. David S. Haney – Trustee at Large**

Dr. David S. Haney served as a public school elementary and middle school teacher for 8 years, elementary vice principal and principal for 2 years and 20 years as a school superintendent. During his tenure as a school superintendent, he also taught leadership classes for Azusa Pacific University, Cal Lutheran University and Point Loma Nazarene University (PLNU). He was an administrator for Point Loma Nazarene University as director of the regional center in Pasadena, Arcadia, and Corona for 13 years. After retiring in 2007, he continued to serve as an adjunct faculty member at PLNU, teaching in the leadership program and coaching practicing administrators. Dr. Haney holds a B.A., M.A. and E.D.S. degrees from PLNU and a Doctorate in Educational Leadership from Northern Arizona University. He is the recipient of the Lifetime Distinguished Achievement Award in 2008 from Point Loma University’s Alumni Association. David served for one year on the Board of Trustees for the Upland Christian Academy.

**Board of Trustees Selection and Requirements**

Each Trustee’s term is three years. Terms are staggered so that not all trustees’ terms expire in the same year.

The Board of Trustees completes a capacity matrix and uses it to identify gaps in current Board of Trustees capabilities. The Board of Trustees considers these gaps when it deliberates on when to add a Trustee and candidates’ qualifications to fill in these gaps when it considers whom to select. As each Trustee’s term expires, the board and administration endeavor to provide at least two nominees for the expired position, one of which may be the Trustee whose term is expiring. New Trustee candidates are nominated by an ad hoc committee. Each candidate completes an application form. The selection process for new Trustees includes review of candidates’ curricula vitae, contact with their references, and a personal interview.

The Ingenium Schools Board of Trustees does not have standing board committees. The annual calendar of governing board meetings is set at the annual meeting in May for the following year. There is generally one regular meeting per month except for August and December. The Board executive secretary uses templates developed by counsel for the board agenda and meeting
minutes to ensure that they are Brown Act compliant. In addition, the executive secretary and all trustees have been trained on Brown Act requirements.

**Board of Trustees Meetings**
All meetings are held in accordance with the Brown Act. Board meetings are generally held the third Saturday of each month from 9:00 AM to 11:00 AM.

The site of the Ingenium Schools Board of Trustees meetings will always be in the jurisdiction of one of the school districts in which Ingenium Schools operates, and at least 50% of the meetings will be held within the jurisdiction of LAUSD. The site will alternate between these jurisdictions. Video conferencing capability will be set up in the jurisdiction where the board is not meeting so that individuals may always participate in Board of Trustees meetings from locations within all served jurisdictions. The Brown Act requirement is that “Regular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction.” Ingenium Schools will hold Board of Trustees meetings within the jurisdiction of a school district in which we operate a Charter School.

Agendas are posted on every school in the Ingenium networks’ website and outside the main office at every Ingenium school site within the time frames prescribed by the Brown Act.

ICS has adopted a conflicts code that complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

**Quorum requirements**
As provided by the Ingenium Schools bylaws, a majority of trustees constitutes a quorum. The presence of a quorum is necessary to take action.

**Board of Trustees action (voting) requirements**
All Board of Trustees acts or decisions are by majority vote. A majority of the voting Trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by the majority of the entire board, based on the presence of a quorum. Should there be fewer than a majority of the Trustees present at any Board of Trustees meeting, the meeting shall be adjourned. Trustees may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

**Abstention and teleconference participation**
Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
- A quorum of trustees participate in the teleconference meeting from locations within the boundaries of school districts in which the charter schools operate (currently, LAUSD and Compton Unified School District);
- All votes taken during teleconference meetings are by roll call;
- Agendas are posted at all teleconference locations and each teleconference location is identified in the notice and agenda of the meeting;
- All locations where a trustee participates via teleconference are fully accessible to members of the public and are listed on the agenda;
• Members of the public are able to hear what is said during the meeting and are provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
• The agenda indicates that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

**Stakeholder Involvement**
The ILS features a “Shared Vision” process that involves asking all stakeholders, including parents and teachers, the following questions:
• What makes a school exemplary?
• What are the characteristics of an effective teacher?
• What will students need to know in the 21st century?
• If needed, how do we change our current system to meet the needs of all students?

Replies to these questions drive the creation of a school-wide Shared Vision and school goals.\(^\text{12}\)
The Shared Vision informs school-wide curriculum and student educational programming decisions.

**School Site Council**
The ICS School Site Council (SSC), a decision-making council responsible for improving student achievement, meets at least eight times per year. In accordance with state and federal laws and regulations, the SSC develops and approves a Single Plan for Student Achievement in consultation with all stakeholders, including the certification and advice of the school’s English Language Learner Advisory Committee (ELAC). The SSC provides input on and approves the LCAP budget. In addition, the SSC is consulted on significant curriculum decisions.

**Family and Community Involvement**
ICS believes that families play a key role in the education of children. ICS forges parent-school partnerships through the creation of its School Site Council, Parent Organization, Parents in Action, and the ICS Booster Club. Families have additional opportunities to participate as volunteers on campus at school wide events and as discussants at various community roundtable events, both on and off site. Although all ICS parents are encouraged to take part in ICS activities, parent organizations, and community projects, involvement is not a condition of enrollment and/or continued enrollment.

**Parents in Action**
ICS’s parent organization, Parents in Action, is open to and composed of any/all interested ICS parents. This organization meets at least monthly to discuss parent-selected issues and agendas. Parent meetings are advertised in any of the following ways: ICS’s weekly publication, ICS website, School-Reach message, Public Announcement.

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\(^{12}\) The second step focuses on continuous improvement, the third step organizes input into a plan, the fourth step refines and evaluates the vision using a process (Baldrige), and the fifth step deals with sustaining the Shared Vision by building leadership capacity. Chapter One of the Guide to Reinventing Schools explains this process in detail (Guide to ReInventing Schools (2002), Rick Schrieber, ed. Anchorage, AK: Alaska Litho).
Parents in Actions’ activities include (but are not limited to) the following:

- Monthly meetings
- Liaison to other school stakeholder groups such as the Ingenium Schools Board of Trustees, ICS teachers, ICS Booster Club.
- Outreach and relationship building with community organizations.
- Coordinating and creating parent educational activities and fitness opportunities on campus. Past examples include: zumba classes, English language classes for parents, knitting classes, walking club, etc.
- Coordinating, with ICS’s principal and assistant principal, Back-to-School nights, and Student-Led Conferences.
- Creating and distributing a Parent Organization Newsletter.
- Creating and maintaining (with ICS administration’s support) a Parent Organization Website.
- Sponsoring or supporting community-building activities throughout the school year, including orientations, school photos, socials, and, community service activities.
- Supporting classrooms directly (volunteer coordination, teacher wish lists, chaperoning).
- Coordinating school-wide fundraising (book fairs, eScrip, and other fundraising partnerships with local businesses).

ICS Booster Club
The ICS Booster Club is open to and composed of any/all interested ICS parents. This organization meets at least monthly to discuss parent-selected issues and agendas. Meetings are advertised in any of the following ways: ICS’s weekly publication, ICS website, School-Reach messages, and public announcements. The Booster Club works in concert with other parent/student organizations, teachers, administrators, and students to raise funds for ICS activities. School activities receiving ICS Booster Club funds are determined by the ICS Booster Club, and include school clubs and intramural sports teams. The Booster Club maintains its own checking account and its funds are not co-mingled with school funds. ICS maintains a copy of the Booster Club accounting books in the main office.

Parent Surveys and Focus Groups
ICS systematically collects and utilizes parent voice through parent surveys. Monthly surveys are administered by Ingenium Schools to a statistically valid random sample of parents (generally, the square root of the parent population) to establish a “net promoter score,” ensure the Charter School is making progress on issues parents previously raised (including concerns regarding educational programming), and uncover suggestions for improvement. Results of the survey are tracked and action plans developed to continually improve both the level of parent satisfaction and school success. Twice a year, focus groups are administered by Alliant University in both English and Spanish to cross sections of ICS parents to solicit in depth comments on what the Charter School is doing well as well as its opportunities for improvement. Parent survey and focus group results are shared with Ingenium Schools’ Board.

Open Door Policy
At ICS, the principal and assistant principal maintain an “open door” policy. In this way, concerned parents and/or teachers are encouraged to drop-in at any time to share thoughts, suggestions, and/or constructive feedback. Follow-up through informal polling or parent surveys,
is used to identify widespread concern(s) and validated suggestions are used to guide school-wide decision-making and action plans.

The ICS School Site Council (SSC) consists of 10 members, 5 representatives from the school and 5 parents/guardians. SSC members are selected and elected by their peers for a term of one year and include classroom teachers, other school staff members, and parents or community members. ICS’s principal is automatically a member of the SSC.

The SSC meets regularly at the school site. Meetings of the SSC conducted in accordance with Robert’s Rules of Order or an adaptation approved by the school site council. All meetings of the SSC and of committees established by the SSC are open to the public. Meeting schedule and agendas will be posted on the ICS website and outside the ICS office at least 72 hours in advance of each meeting. A majority of SSC members constitute a quorum. Provided a quorum is in attendance, the act of a majority of the members present is the act of the SSC.
Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School 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.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School 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. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

All personnel
- Commit to use ILS systems and tools and adhere to the school’s Baldrige program.
- Create and maintain professional goal folders in order to continually improve their performance and to model effective use of the ILS to students.
- Possess an unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Demonstrate the persistence and resourcefulness to overcoming obstacles and solve problems.
- Accept personal responsibility for the educational results of the Charter School.
- Display a willingness to embrace change.
- Maintain high personal ethical standards.
- Demonstrate a belief in lifelong learning.

President
The president reports to the Ingenium Schools Board of Trustees. The president is responsible for the development and implementation of policies, procedures, and practices that ensure the
ongoing financial and legal viability of the Charter School. His or her duties include: (1) ILS systems and tools development; (2) managing the principal hiring process; (3) principal support and supervision; (4) fundraising; (5) facilities development; (6) back office operations; (7) budget development; and (8) Board development and support.

Qualifications include:
- Master’s degrees in education and management and at least six years of educational administrative experience preferred in addition to strong communication, managerial, and computer skills.
- Knowledge of charter laws and finance.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build central office and cultures that mobilize the efforts of students, staff, and parents to realize the Ingenium Schools network and Charter School missions.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

Chief Academic Officer
The CAO supervises Ingenium Schools’ principals and develops their leadership skills to advance Ingenium Schools’ objectives of preparing students for success in college and in life by promoting and sustaining exceptional academic achievement. The CAO works closely with the president and the Board to maintain and strengthen school quality.

Qualifications include:
- A master’s degree in education and at least four years of educational administrative experience preferred in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a Charter School culture that mobilizes the efforts of all students, staff, and parents to realize the Charter School mission.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the Charter School’s student population (in the case of ICS this refers to Latino and Asian cultures).
- Capacity to facilitate groups to plan and make decisions, such as department or grade level teams.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.

1st yr with LAUSD previously approved by LACOE
• Capacity to observe, evaluate and select effective teachers and identify effective teaching strategies.
• Skill in oral and written communications.
• Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
• Experience working under time pressure and maintaining a positive work environment.

**Principal**
The principal reports to the CAO. The principal is responsible for the Charter School environment and student performance. The principal is also responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of ICS’s students. He or she organizes, administers, supervises, and evaluates academic and operational outcomes at ICS. The principal is held accountable for the continuous improvement of the school and its staff.

**Qualifications include:**
• A master’s degree in education and at least two years of educational administrative experience preferred in addition to strong communication, managerial, and computer skills.
• Current valid teacher and administrative credentials are preferred but not required.
• Knowledge of quality systems and experience in applying them in an educational setting.
• Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
• Capacity to coach teachers to build a school culture that mobilizes the efforts of all students, staff, and parents to realize the school mission.
• Knowledge of effective practices motivating all students to adhere to high standards of conduct.
• Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the Charter School’s student population (in the case of ICS this refers to Latino and Asian cultures).
• Capacity to facilitate groups to plan and make decisions.
• Capacity to build relationships that foster the development of staff.
• Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.
• Capacity to observe, evaluate and select effective teachers and identify effective leadership and teaching strategies.
• Skill in oral and written communications.
• Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
• Experience working under time pressure and maintaining a positive work environment.

**Assistant Principal**
The assistant principal reports to the principal. The assistant principal is primarily responsible for school discipline, school climate, student attendance and student health and safety. The assistant principal is also responsible for supplementing and/or supporting the principal in his/her primary duties including the operational, administrative, and instructional leadership where necessary. The assistant principal supervises ICS’s contractors and operational personnel including but not limited to yard aides. The assistant principal also monitors implementation of the food services.
contract, including oversight of the food service vendor’s staff and ensur-
ance that staff is properly cleared.

Qualifications include:

- A bachelor’s degree in education with state teaching and administrative certification preferred. Strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture that mobilizes the efforts of all students, staff, and parents to realize the school mission.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school’s student population (in the case of ICS this refers to Latino and Asian cultures).
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.
- Capacity to observe and evaluate teachers and identify effective teaching strategies.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

**Assessment Coordinator**

The assessment coordinator reports to the principal. The assessment coordinator is primarily responsible for the administration of standardized testing. The assessment coordinator also assists with school curriculum selection and roll-out and supports teachers in the creation of formative and summative assessments and standardized testing data analysis.

Qualifications include:

- A bachelor’s degree in education preferred, with an emphasis on statistical analysis. At least two years of educational or data analysis experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Ability to comply with CA state standardize testing requirements.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school’s student population.
- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
Experience working under time pressure and maintaining a positive work environment.

Teacher
Teachers report to the principal. Teachers:
- Design, implement, and monitor the learning experiences of each student and the class, including direct instruction as appropriate.
- Work collaboratively with staff, students, and parents, and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals are a combination of absolute measures and measures of progress.
- Maintain class goal folders to set class learning goals and action plans and track class learning progress.
- Review class performance with all students and modify class learning plans based on class performance and student input.
- Analyze data from assessments of student work with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

Qualifications include:
- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- NCLB highly qualified for the position held.
- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes all students to achieve at high levels.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school’s student population (in the case of ICS this refers to Latino and Asian cultures).
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

EL Coordinator
The English Language (EL) coordinator reports to the principal. This position provides support to the teaching staff in the implementation of strategies to ensure that all children can learn. Methods used include, but are not be limited to, teacher training; implementation of the curriculum program; and the development of intervention programs to assist children who do not master skills from first instruction. The EL coordinator also provides support for the implementation of English language development services for English learner students.

Qualifications include:
- Valid California Teaching Credential and CLAD or other English Learner Certification...
• Master’s degree or equivalent training in education, educational administration, or curriculum and instruction
• Expertise in second language acquisition and culturally responsive pedagogy
• Previous experience working effectively with culturally and linguistically diverse groups
• Ability to speak a language in addition to English (Spanish preferred)
• Previous experience in leadership, coaching, and teambuilding skills to strengthen and cultivate relationships

**Reading Interventionist**
This position reports to the principal. The reading interventionist coordinates and facilitates the school’s literacy intervention program, collaborates with teachers to identify student literacy needs, sets learning goals and targets, and problem solves with teachers to develop best practices for continuous academic growth of students in literacy. The reading interventionist also:
• Analyzes relevant teacher/student data.
• Reviews student achievement and assist with placing students into appropriate reading and writing intervention and support services.
• Provides individual and group instruction designed to meet individual needs and motivate students.
• Assists students using software/technology and materials related to literacy programs.
• Meets with classroom teacher to plan literacy instruction that correlates with the individual student’s needs or as requested by the classroom teacher.
• Attends professional development to enhance knowledge of pedagogy and content, especially literacy.
• Maintains and submits accurate and up-to-date management records of all students’ progress.

Qualifications include:
• Bachelor’s degree from accredited university, including all courses to meet credential requirements
• Valid California teacher credential authorizing service in grade levels, including literacy for elementary grades.
• Proficient technology skills
• Strong collaboration and leadership skills
• Strong instructional skills

**Technology Director**
The technology director reports to the principal. The technology director ensures the smooth and effective operation of technology equipment at the Charter School.

Qualifications include:
• A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
• A bachelor’s degree from an accredited college or university with experience and/or training in educational technology.
• Ability to:
  o Display competency with administrative and instructional applications of technology.
Use multi-media equipment and applications, basic software applications and common operating systems.
Demonstrate a working knowledge of hardware components and their functions.
Possess the ability to implement new technologies.
Demonstrate working knowledge of fundamental network design and common network operating systems.
Design and implement computer networks suitable for educational settings.

- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school’s student population.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

Technology Lab Assistant
The technology lab assistant reports to the principal. The technology lab assistant oversees the operation of the technology lab. The technology lab assistant also assists teachers when their students are in the lab.

Qualifications include:
- A bachelor’s degree and at least two years of educational or data analysis experience in addition to strong communication, managerial, and computer skills preferred.
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school’s student population.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

School Site Office Manager
The office manager reports to the principal. The office manager schedules appointments, provides appropriate information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties:
- Prepare and communicate reports.
- Track the NCLB qualifications of teachers using an NCLB qualification form and maintain personnel records.
- Read and route incoming mail. Locate and attach appropriate file to correspondence to be answered by employer.
- Compose and type routine correspondence.
- Organize and maintain file system, and file correspondence and other records.
- Answer/screen manager’s telephone calls, and arrange conference calls.
- Coordinate manager’s schedule and make appointments.
- Greet scheduled visitors and conduct to appropriate area or person.
- Arrange and coordinate travel schedules and reservations.
- Conduct research, and compile and type statistical reports.
- Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.
• Make copies of correspondence or other printed materials.
• Prepare outgoing mail and correspondence, including e-mail and faxes.
• Order and maintain supplies, and arrange for equipment maintenance.

Qualifications include:
• Bachelor’s degree from four-year college or university or one to two years of related experience and/or training; or equivalent combination of education and experience.
• Ability to:
  o Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
  o Write reports, business correspondence, and procedure manuals.
  o Present information and respond to questions from groups of managers, clients, customers, and the general public.
  o Calculate figures and amounts such as discounts, interest, and percentages.
  o Independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
  o Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
  o Employ and interpret word processing, spreadsheets, Internet software, and E-mail.

Yard Aide
Yard aides report to the assistant principal. They ensure health and safety of all students on the schoolyard. They enforce school rules confidently and consistently. They understand and implement school wide positive behavior interventions and supports. Yard aides investigate and report student incidents, both orally and in writing to the principal. They apply consequences evenly and firmly. They maintain a playful attitude and physically interact with students of all ages.

Qualifications Include:
• At least an associate’s degree from two-year college, or one to two years of related experience and/or training; or equivalent combination of education and experience.
• First aid and CPR certification
• Able to lift at least 50 pounds.
  Capacity to stand, walk, and/or play up to four hours outdoors in minimal shade, stooping, crouching, kneeling, squatting, and twisting.

Other non-certificated employees
ICS non-certificated personnel shall be willing to work in a unique educational environment with a diverse group of teachers, parents and students.
Element 6: Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School 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. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, 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

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School 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. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School 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. Charter School shall maintain TB clearance records on file.
Charter School 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. Charter School shall maintain
immunization records on file.

SAFE PLACE TO LEARN ACT

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

Ingenium Schools employs a business manager who serves as the organization-wide custodian of
records. The custodian of records is responsible for the security, storage, dissemination and
destruction of the criminal records furnished to the organization and serves as the primary
contact for the Department of Justice (DOJ). Ingenium Schools’ business manager submits BCIA
8375 - Annual Custodian of Records Notification to the DOJ annually by March 1st to affirm
his/her custodian of records status.

Ensuring Health and Safety Procedures
In order to provide safety for all students and staff, ICS has adopted and implemented full health
and safety procedures and risk management policies in consultation with its insurance carriers
and risk management experts. The procedures and policies will be provided to LAUSD for
review at least 30 days prior to operation.

The president monitors compliance with the procedures and policies and reports on them to the
Board of Trustees.

Health and Safety Plan
ICS has adopted and refined a Health and Safety as well as Illness and Injury Prevention Plans.
In addition, Ingenium Schools has contracted with Poms Associates to create a process for
systematically evaluating the effectiveness of each campus’ safety approaches and continually
improve them.

ICS endeavors to create and sustain a fair, safe, and healthy school environment through a policy
of positive discipline, civic and character education, and safe and engaging
facilities. Accordingly, ICS uses positive behaviors interventions and supports, encourages civic
and character education through the teaching behavioral and safety standards in the classroom,
and provides information about about adult mentors and counseling services.

Healthy, Hunger-Free Kids
ICS complies with federal regulations governing the Healthy, Hunger-free Kids Act of 2010
where/when applicable.

Emergency Information
Each student must have an emergency card on file in the Charter School office. This card is
updated yearly. In the event of illness or injury, a parent or another person over 18 years of age
indicated on the emergency card is called.
Role of Staff as Mandated Child Abuse Reporters
All employees are mandated child abuse reporters and follow all applicable reporting laws, including child abuse reporting and LAUSD policies and procedures.

Medication in School
ICS adheres to Education Code Section 49423 regarding administration of medication in school.

Emergency Preparedness
ICS uses a health and safety plan drafted specifically to the needs of the school site. It references OSHA policy compliance and fire, flood, earthquake, terrorist threats, and hostage situations. The health and safety plan includes an evacuation plan and general school safety, injury and illness prevention.

Bloodborne Pathogens
ICS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Ingenium Schools has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, all students and staff follow the prescribed medical protocol for disinfecting procedures.

In addition, all faculty members complete annual blood-borne pathogen training (provided by CharterSafe, Ingenium Schools’ insurance carrier).

Drug Free/Smoke Free Environment
ICS maintains a drug, alcohol, and smoke-free environment.

Procedures
ICS has adopted procedures to implement the policy statements listed above.

ICS contracts with a bonded third party to provide food service.

ICS maintains a list of locally stored hazardous materials. It requests periodic safety inspections from its insurer.
Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher.
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

It is the policy of ICS to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations.

ICS complies with all laws related to non-discrimination, tuition, and admissions criteria. Its plan to achieve and maintain the LAUSD ethnic balance goal is:

- Fliers (in English and Spanish) will be distributed in Los Angeles Unified School District’s attendance area indicating enrolling opportunities at ICS beginning in January. These fliers
will include information about our instructional program and grades we will be serving. The
fliers will be distributed as follows:
  o On the sidewalk and in public areas, such as public parks, surrounding local pre-
schools.
  o On the sidewalk and in public areas, such as public parks, surrounding local senior
   high and middle schools.
  o On the sidewalk and in public areas, such as public parks, surrounding local
   elementary schools.
  o Local markets. ICS staff will visit local markets to distribute fliers (with the markets’
   permission).

- ICS faculty and staff will ask to give presentations to and leave fliers at local churches.
- At least three informational meetings will be held at the ICS campus annually during
  the winter and spring and every year thereafter where we will share information about ICS and
  our alternative setting for families and their children.
- ICS staff and volunteer recruiters will canvass homes within a two mile radius of the school.
- Each family showing interest will be sent a lottery form.

In addition to utilizing the existing structures of organizations that serve the community,
school leadership publicizes the Charter School to potential parents using the following
means:
- Community events/fairs/festivals: the principal, in conjunction with parents who are trained
  by the principal to be “School Ambassadors” (friendly individuals who are conversant about
  the school’s mission, programs, and plans) will attend local events including fairs, festivals,
farmers markets, and others in order to meet potential families. (Spring and Summer).
- Multi-Lingual Park Information Sessions: To ensure that all potential families are included,
every effort will be made to ensure that school representatives are present that speak a variety
of languages. In addition, prior to the lottery each spring, school representatives will hold
multilingual park events at local parks, near playgrounds. School Ambassador parents will
volunteer to set up tables with food, will decorate to draw attention, will advertise 3 weeks in
advance through free venues, will organize and run activities for kids, will speak with
potential parents about the school, and will hand out school brochures/registration
information. (Spring and Summer)
- Meet & Greets/Town Hall Meetings: Principal will lead Meet & Greet sessions for
  prospective parents to learn more about the school, and ask questions of our staff and Board
  members. These Meet & Greets will evolve into Town Hall Meetings as the group of parents
  and involved members of the community grows larger. (Spring and Summer)
- Internet: website, yahoo-type groups, message boards, and other virtual communities that
  could be contacted and/or created. (Spring and Summer)

Finally, the ICS Principal will continuously monitor the school’s surrounding area in order to
identify new community organizations and businesses with which to form relationships. The
principal will also initiate first contact(s) with the leadership of these new organizations and
businesses in order to secure meetings and outreach events. The Principal will plan meetings and
events with future families and will prepare registered ICS parents to volunteer for ICS outreach
efforts (volunteering is not required and is not a condition of enrollment and/or continued
enrollment of students). ICS’s outreach efforts are specifically designed to attain a racial and
ethnic balance at the Charter School that is reflective of the city of Los Angeles and LAUSD as well as the socio-economic diversity of the city and LAUSD.

ICS will track its students’ ethnic and racial balance as well as document our efforts to achieve racial and ethnic balance in accordance with this charter petition.

The efforts above are designed to ensure that ICS attains a racial and ethnic balance reflective of the sponsoring school district by promoting the school to all the different racial and ethnic categories.

ICS maintains an accurate accounting of the ethnic and racial balance of enrolled students along with documentation of the efforts ICS has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ICS provides LAUSD all requested information using LAUSD forms, and interfaces with the LAUSD Student Information System (MiSIS) for all enrolled students to assist with compliance monitoring.
Element 8 – Admission Requirements

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

**McKinney-Vento Homeless Assistance Act**

Charter School 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

Charter School 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. Charter School 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.

Charter School 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.

ICS admits all students who wish to attend as outlined in Education Code §47605(d)(2)(A). No test or assessment is administered to students prior to acceptance and enrollment into the school. ICS does not charge tuition and is nonsectarian in its programs, admission policies, and all other operations.

ICS has and will continue to recruit a socio-economically and ethnically diverse student population from surrounding neighborhoods. Specific activities directed at these student groups include:

- Spanish and English language flyers describing the school and announcing the enrollment period are distributed to local preschools and at local churches, community events, and other venues.
- Presentations made at local non-LAUSD preschools (including private and Montessori schools), with an emphasis on those serving Spanish-speaking families and families in service areas of local schools with high populations of low-achieving socio-economically disadvantaged students.
• Presentations made and flyers distributed at local churches, parks, and other public areas frequented by targeted families.

ICS opens its office from 2:00 p.m. to 6:00 p.m. every week day during the open enrollment period for collecting lottery forms and personally answering questions about the school. A Spanish-speaking greeter is always available during these periods.

If the number of students who wish to attend ICS exceeds capacity, enrollment (aside from existing pupils, who are exempt from the lottery) is determined by a random public drawing (lottery).

Preference is given during the lottery process in the following order:

1) Students whose address of residence lies within the boundaries of the LAUSD.
2) Siblings of currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister. Sibling status does not accord preference across different Ingenium Schools charter schools.
3) Children of Ingenium Schools employees (as long as that number does not exceed 5% of all lottery forms). Ingenium Schools employees are those who are employed (both full- or part-time) with an expectation of an ongoing employment (not temporary or seasonal employment).

**Enrollment Procedures**

Students and their parent(s)/guardian(s) must complete a lottery form available from ICS’s school office and online and submit it directly to ICS. Lottery forms are accepted during an open application period each spring from approximately January 1 to March 31 for enrollment in the following school year. The open application period is advertised on the ICS and Ingenium Schools websites, on banners hanging outside the Charter School building, and on fliers passed out in public areas in the community surrounding the Charter School. Following the open application period each year, lottery forms are counted to determine whether any grade level has received more applications than availability.

If the number of lottery forms received is less than capacity, all the students are accepted for enrollment. On the other hand, if the number of lottery forms received exceeds capacity, a lottery is held and only lottery forms received by the open enrollment deadline are included in the lottery.

**Lottery Processes**

When a parent submits a lottery form they receive a receipt which includes the date, time, and location of the drawing, as does ICS’s website. ICS communicates the timeline and rules and procedures to be followed during the lottery process by letter to all families that have completed lottery forms. This information is also posted on the ICS website and in our school newsletter. An abbreviated SchoolReach automated telephone call is made to all families with children eligible for the lottery highlighting the process; this call includes the time and location of the lottery.
Date, time, and location for the lottery
The drawing is held at the Charter School site on the second Monday in April. If this date falls during spring break, then the lottery will be held on the first Monday following spring break.

Families whose children’s names are drawn are notified by telephone by the ICS office manager. Families have 72 hours to respond to the ICS office manager by phone or in person at the Charter School site. If a child gains admission, any siblings who are also applying are automatically given the next enrollment slot if available for their grade or move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). If vacancies occur during the school year, the vacancies are filled according to placement on the waiting list.

The ICS office manager calls parents or guardians of students on the wait list when positions become available and gives the parents or guardians 72 hours to respond before moving to the next student on the wait list. Parents or guardians who do not respond within the deadline are moved to the bottom of the wait list. Parents or guardians may respond by phone, by email or in person to the office manager. The wait list lasts until the end of the academic year following the lottery, but does not carry over into the next academic year.

To ensure fairness, names are drawn publicly at random by a neutral third party. This individual is selected by the school site council who certifies that they have no conflict of interest with current or prospective students. A designee of the Board of Trustees is present at the drawing to verify that lottery procedures are fairly executed. Once capacity is reached at the public random drawing, the remaining names are drawn and placed on a waiting list in the order drawn.

ICS retains the following documentation of the lottery, admission, and enrollment processes and procedures:
- Agendas and sign-in sheets from information, admission, and orientation meetings
- A lottery process map
- Submitted lottery forms
- A list of students chosen in the lottery
- Records of phone calls made to parents of students who are selected in the lottery
- Certification that the lottery was properly conducted by the Board’s representative
- Documentation of parent and guardian responses, including time stamps
- Wait lists
- Completed enrollment packets
Element 9 – Annual Financial Audits

“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.” Ed. Code § 47605(b)(5)(I).

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

The Board treasurer oversees selection of an independent auditor.

The Ingenium Schools CBO is responsible for working with the auditor to complete the audit.

Ingenium Schools’ CBO provides the Ingenium Schools Board treasurer with a link to the State Controller’s Office’s list of approved educational audit providers. The treasurer recommends an auditor on this list to the full Board, which has final approval on the appointment.

The annual audit will be completed and forwarded to LAUSD, the County Superintendent of Schools, the State Controller, and to CDE by the 15th of December of each year. The president will review any audit exceptions or deficiencies and present recommendations to resolve them to the Ingenium Schools Board of Trustees. The Board will submit a report describing how the exceptions and deficiencies have been or will be resolved to LAUSD’s satisfaction along with an anticipated resolution timeline. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

The CBO is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including 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.

Charter School 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.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

Charter School 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.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School 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 District upon request.
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’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 Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Charter School’s governing board 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 readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’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.

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Charter School shall comply with the federal Gun-Free Schools Act.

Students learn best in an environment of where clear expectations of behavioral and community norms have been set. Clear expectations allow students to feel safe and nurtured. In order to maintain a positive learning community, ICS has developed a comprehensive set of student discipline policies. These policies were generated through input gathered from interested parents/guardians, students and staff and are consistent with California Education Code 48900 and LAUSD’s Discipline Foundation Policy. ICS complies with LAUSD’s policy not to suspend for willful defiance.

Specifically, ICS uses a three-tiered proactive approach to discipline. This disciplinary model is based on principles of Restorative Justice and Positive Behaviors Interventions and Supports
(PBIS). A behavior matrix is used to identify appropriate behavior in each area of the campus. ICS may review and revise discipline policies throughout the school year, including but not limited to dismissal policies and procedures.

Students exhibiting at-risk behavior are flagged early for intervention through Student Support Team (SST) meetings. At these meetings, all stakeholders (teachers, principal and assistant principal, parents, students, counselors) are invited to participate and develop a behavior intervention plan that the student and staff are expected to implement.

**Alternatives to suspension**
ICS uses suspension and/or expulsion as a last resort. The table below identifies commonly used alternatives to suspension. This list is non-exhaustive.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Student Success Team (SST)</strong></td>
<td>If a student expresses behavior that has been identified by teachers and/or staff as a potential or current academic/behavior risk, key stakeholders meet, target behaviors are identified, goals are set, a plan is developed, and key players implement accordingly. SST meets monthly to track the student’s progress. More frequent/additional check-ins are scheduled as needed. Students who reach their goals are exited from the plan.</td>
</tr>
<tr>
<td><strong>Alternate Scheduling</strong></td>
<td>Changes in student schedule, classes, or assignment to independent work according to student needs.</td>
</tr>
<tr>
<td><strong>Behavior Monitoring/Student Contracting</strong></td>
<td>Self-regulating behavior charts and strategies to monitor both academic and behavior issues through daily check-ins with each teacher. Monitored by assistant principal and, as needed, principal.</td>
</tr>
<tr>
<td><strong>In-School Alternatives</strong></td>
<td>In–school reflection, academic tutoring, mentoring, self-reflection.</td>
</tr>
<tr>
<td><strong>School Service Projects</strong></td>
<td>Campus beautification, student mentoring, classroom aid, safety monitor, and other projects (as needed) to help the school.</td>
</tr>
<tr>
<td><strong>Parent Supervision</strong></td>
<td>Option to shadow student throughout the school day.</td>
</tr>
<tr>
<td><strong>Restitution</strong></td>
<td>Financial or in-kind. School uses Restorative Justice principles. For example, a student who destroyed something might be encouraged to pay for its replacement.</td>
</tr>
<tr>
<td><strong>Mediation</strong></td>
<td>Administration and other staff conduct student mediations to eliminate student issues and restore relationships/good will.</td>
</tr>
</tbody>
</table>
Evidence of alternatives to suspension can be found in ICS’s student discipline folders that may contain: (1) student behavior contracts; (2) student behavior worksheets; (3) think-sheets; (4) referrals to lunch reflection; (5) efforts to switch student schedules; (6) parent contacts; and (7) community service opportunities.

Other evidence of ICS’s use of suspension and/or expulsion as a last resort can be discerned in the disciplinary framework itself. For example, before referring a student to the office, a teacher is expected to assess whether a behavior is Tier I, Tier II, or Tier III. The teacher should document at least three Tier I interventions before the student is sent to the office for a Tier I behavior. In this way, students are not over-disciplined for minor offenses. ICS complies with LAUSD’s policy not to suspend for willful defiance.

Further evidence of ICS’s avoidance of suspension can be seen in the number and type of special programming offered at ICS, which offers opportunities to engage with animals through the Peacock Foundation and, where appropriate, opportunities to mentor/tutor younger students through leadership opportunities.

Professional development, parent workshops, and community outreach events often focus on gaining stakeholder input into the refinement of ICS’s positive behavior support plan. Parents, students, and staff have opportunities to provide feedback on ICS’s discipline policies through parent meetings and community education nights. ICS teachers receive on-site training and support into the benefits and strategies of the PBIS system and Restorative Justice. Teachers learn to track student behavior and utilize resources to identify appropriate Tier I interventions.

ICS believes that all stakeholders share responsibility in implementing a positive behavior support system.

Administrators, staff, volunteers, and community members:
- Support a school-wide Positive Behavior Support and Discipline Plan consistent with district and school guidelines
- Know, communicate, and monitor this policy
- Maintain open lines of communication between staff, students, administration, and parents/guardians
- Implement positive response strategies and appropriate corrective feedback to disruptive students
- Collaborate and partner with outside agencies, when appropriate. For example, Kaiser has provided a conflict resolution workshop for students.

Students:
- Learn and follow all Charter School and classroom rules
- Demonstrate appropriate social skills when interacting with both peers and adults
Parents/guardians:
- Support the Charter School’s efforts to maintain a welcoming school climate
- Describe and support the Charter School-wide positive behavior support and discipline plan
- Review school rules with their children
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct
- Work with the Charter School as a collaborative partner to address student’s needs

Teachers:
- Acknowledge and reinforce positive, appropriate student behavior
- Provide corrective feedback and re-teach the behavioral skill when misconduct occurs
- Work with families in partnership to reinforce appropriate behavior
- Follow the behavior support plan for students with disabilities
- Utilize data in collaboration with administration and support personnel to monitor misconduct
- Report behavior problems to the principal or assistant principal for a student who engages in ongoing misconduct, despite appropriate interventions

Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Non-Discretionary Suspension Offenses
Students must be suspended and recommended for expulsion when it is determined the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee for an educational or pedagogical purpose, with the principal or designee’s concurrence. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Discretionary Suspension Offenses
Students may be suspended when the principal determines that the pupil failed to comply with the school’s policies or expectations regarding sexual harassment, substance abuse, violence, or safety. Offenses that could lead to suspension include but are not limited to any of the acts listed in Education Code section 48900 that are not addressed in Non-Discretionary Suspension Offenses above. ICS complies with LAUSD’s policy not to suspend for willful defiance.

Non-Discretionary Expellable Offenses
Students shall be recommended for expulsion when a principal determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee for an
educational or pedagogical purpose, with the principal or designee’s concurrence. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Discretionary Expellable Offenses
Students may be recommended for expulsion when a principal determines that the pupil failed to comply with the school’s policies or expectations regarding sexual harassment, substance abuse, violence, or safety. Offenses that could lead to expulsion include any of the acts listed in Education Code section 48915(a). ICS complies with LAUSD’s policy not to suspend or expel for willful defiance.

Suspension From Class
A teacher may suspend a student from class for the day of an act and the following day. The teacher must immediately report the suspension to the principal or assistant principal, who then reports the suspension to the CAO. The pupil is sent to the principal or an administrative designee for appropriate action, which may include in-school suspension, suspension from school, or other disciplinary measures.

Prior to imposition of in-school suspension, and to the extent possible, parents are notified via telephone or in writing. The pupil is informed of the reason for the disciplinary action and the evidence against him or her and is given the opportunity to present his or her version and evidence in his or her defense. Students referred to in-school suspension are provided with the same or reasonably similar instructional day materials as students attending class. ICS reserves the right to make a final determination on the appropriateness of in-school suspension.

Suspension Procedures
The principal or assistant principal may suspend students.

Suspension is preceded, if possible, by a suspension conference conducted by a principal or his/her designee with the student and his or her parent and, whenever practical, the teacher, supervisor or staff member who referred the student to the principal or designee.

The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or staff. If a student is suspended without this conference, both the parent/guardian and student are notified by the principal or assistant principal by telephone or in person of the student’s right to return to school for the purpose of a conference.

At the suspension conference, the pupil is informed of the reason for the disciplinary action and the evidence against him or her and is given the opportunity to present his or her version and evidence in his or her defense. This conference is held within two school days unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil is not contingent on attendance by the pupil’s parent or guardian at the conference.
At the time of the suspension, a principal or designee makes a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian is notified in writing of the suspension and the date of return following suspension. This notice states the specific offense committed by the student. In addition, the notice states the date and time when the student may return to school.

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:

1. To initiate an appeal, the student or parent or guardian must contact the Chief Academic Officer (CAO) in writing from the day of suspension to five (5) school days following the last day of the student’s suspension.

2. The CAO 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 CAO 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.

3. Based on the information submitted or requested, the CAO may make one of the following decisions regarding the suspension:
   a. Uphold the suspension
   b. Uphold the suspension but clear the student’s record of the suspension at the end of the semester, if the student has no additional discipline problems at the Charter School. The Charter School would be responsible for promptly updating any reports to LAUSD and the State through CALPADS.
   c. Determine that the suspension was not consistent with the Charter School’s suspension and expulsion policy, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

Suspensions, when not including a recommendation for expulsion, may not exceed five (5) consecutive school days per suspension and not exceed 20 total school days per academic year, consistent with any procedures applicable for special education students. ICS affirms that it will comply with applicable law regarding suspension of special education students. Upon a recommendation of expulsion by the principal or designee, the pupil and the pupil’s guardian or representative is invited in writing to a suspension conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination is made by a principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 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.

When students are suspended, teachers will provide homework for them that will ensure 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.
When recommended for expulsion by the principal, a suspension may be extended through the expulsion hearing process at the principal’s or designee’s discretion. Determination will be made by the principal or designee if the pupil poses a threat or danger to others, and will be consistent with the limitations set forth above. Teachers will provide homework for them that will ensure 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.

**Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing (if requested) shall be held within thirty (30) school days after the principal or designee makes a recommendation for expulsion.

A student may be recommended for expulsion by the principal. Unless the student’s parent timely requests an expulsion due process hearing, the principal’s determination is final. The parent(s) or guardian of a student shall have ten days from issuance of a written notice of a principal’s recommendation for expulsion to file a written request for an appeal hearing to be presided over by the CAO or panel as described below. If no appeal is requested, the expulsion becomes final as of the 11th day following a principal’s recommendation for expulsion.

The hearing shall be held in a private setting (complying with all pupil confidentiality rules under FERPA). Written notice of the hearing shall be provided to the student and the student’s parent/guardian at least ten calendar days before the date of the hearing with a follow-up phone call by the day after the written notice is mailed. Upon mailing the notice with return receipt requested (or via another tracking mechanism), it shall be deemed served upon the pupil.

The notice shall include:

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

A pupil may be expelled by the president, following a hearing before the CAO or an expulsion panel appointed by the CAO consisting of at least three certificated members who are neither a teacher of the pupil nor a member of the Charter School’s Board of Trustees. The president may expel any pupil found to have committed an expellable offense. The student will return to the Charter School if not expelled.

105

1st yr with LAUSD previously approved by LACOE
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the CAO or expulsion panel to expel must be supported by substantial evidence from the hearing that the student committed an expellable offense. Findings of fact issued by the CAO or expulsion panel in support of its recommendation to expel shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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 the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a private setting.

The final decision of the expulsion panel or the CAO shall be in the form of written findings of fact and a written recommendation to the president who will make a final determination regarding the expulsion. The final decision by the president shall be made in writing within ten school days following the conclusion of the hearing. The decision of the president is final. If the president decides against expulsion, the pupil shall immediately be returned to his/her Charter School. This notice shall include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) the student’s name; and (b) the specific expellable offense committed by the student.

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the record can be made. The record shall be provided to parents if requested.

To initiate an appeal, parent or guardian must contact the CAO in writing within ten days of the date of the written decision to expel.

An Ingenium principal who was not involved in the original expulsion will gather information from the site principal, student, parent or guardian to verify that the school followed appropriate due process and all applicable procedures. This uninvolved principal will then present the case to an expulsion appeals panel that does not consist of any original expulsion panel members. This expulsion appeals panel will consist of at least three certificated members not employed at the site who are neither a teacher of the pupil or a board member of the Charter School’s governing board. The expulsion appeals panel will be appointed by the chair of the Ingenium Schools Board of Trustess or another trustee appointed by the chair. The determination of the appeals panel will be based on the complete written transcription and findings of the original expulsion proceedings. The appeal is not a second evidentiary hearing.
Based on its review of the complete written transcription and findings of the original expulsion proceedings, the expulsion appeals panel may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion
2. 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 destroyed. 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 uninvolved principal will contact the family via telephone or in person, and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the ICS principal.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.
Element 11 – Employee Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

All full-time certificated employees participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage and Ingenium Schools contributes the employer’s portion required by STRS. All withholding from employees and Ingenium Schools are forwarded to the STRS fund as required. Retirement reporting is contracted out to a qualified service provider; the CBO is responsible for overseeing this. Ingenium Schools forwards payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365. ICS will continue participation in STRS for the duration of the school’s existence under the current CDS code.

Classified employees are covered by Social Security. Additionally, all employees have the option to contribute to a 403(b) and/or 457 retirement plan.
Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

The parent or guardian of each student enrolled in ICS will be informed by the principal that the student has no right to admission in any school within a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.
Element 13 – Rights of District Employees

“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).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employees shall be required to work at the Charter School.
Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, 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 the District and Charter School 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 if delivered by 5:00 p.m., 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 Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

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 ("Issue Conference"). 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 if delivered by 5:00 p.m., 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.
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 120 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.
Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Ingenium Schools shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16 – Charter School Closure Procedures

“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

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education 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 Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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 LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.
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 Charter School, 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 Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and
reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. 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. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, 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 that meet graduation requirements.

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, credits that meet graduation requirements, 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, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. 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. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School 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.

Charter School 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.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any
unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School 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 Charter School 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 Charter School’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. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’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 grant 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.
If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD 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.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

**FACILITIES**

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be coterminous with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent...
Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  - (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter...
School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District (A.M. Best A-, VII or better) to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be
1. Deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no self-insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all
new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.
**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.
**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
Addendum
Assurances and Affirmations

Ingenium Charter School (also referred to herein as “Ingenium” or “ICS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of 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. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her 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 school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- 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 a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

“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.” Ed. Code § 47605(b)(5)(A)(i).

“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.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.
**TRANSPORTURAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.
Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School 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 Education Improvement Act of 2004.

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-
2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
The usual file including District ID.

- Norm day
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (Including Charter Schools)

  All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (Including Charter Schools)

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (Including Charter Schools)

- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and Measurable Goals of the Educational Program

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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 schoolwide 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.” Ed. Code § 47605(b)(5)(B).

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

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.
Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, 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, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School 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. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).
Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School 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.

Charter School 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.

Charter School 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.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.
Charter School 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.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School 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 Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School 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. 

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Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School 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.

ESEA/NCLB and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School 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. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).
HEALTH, SAFETY AND EMERGENCY PLAN

Charter School 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. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, 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

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School 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. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School 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

Charter School 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. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

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

Element 7 – Means to Achieve Racial and Ethnic Balance

“*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE

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- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 8 – Admission Requirements**

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

**McKinney-Vento Homeless Assistance Act**

Charter School 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.
**NON-DISCRIMINATION**

Charter School 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. Charter School 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.

Charter School 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.

**Element 9 – Annual Financial Audits**

“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.” Ed. Code § 47605(b)(5)(I).

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to school’s Calendar
- r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including 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.

Charter School 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.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

Charter School 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.
STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School 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 District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’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 Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board 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 readmission process, Charter School’s governing
board shall readmit the pupil, unless Charter School’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**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

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**Element 11 – Employee Retirement Systems**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).
Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

“*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).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

“*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, 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 the District and Charter School 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 if delivered by 5:00 p.m., 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 Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

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 (“Issue Conference”). 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 if delivered by 5:00 p.m., 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.

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 120 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.

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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.

**Element 15 – Exclusive Public School Employer**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**Element 16 – Charter School Closure Procedures**

“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**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:
• Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

• Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

• Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education 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 Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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 LAUSD Board of Education; the governing board of Charter School votes to close Charter School; 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 Charter School, 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 Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate
a person or persons responsible for conducting all closure-related procedures and activities, and
determine how Charter School will fund these activities.

**Notification of Closure Action**
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

10. 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. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. 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. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the school closure
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students’ school districts of residence
8. 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 that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. 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, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

9. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. 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. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
16. Charter School 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.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

4. 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.

5. 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.

6. 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.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports
These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School 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 Charter School’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:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
Charter School shall provide LAUSD 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.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a

1st yr with LAUSD previously approved by LACOE
condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and
observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (iii) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(iv) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(iii) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING**, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School
shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its
officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
• The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

• The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

• Compliance with terms and conditions prescribed in the Charter agreement,
• Internal controls, both financial and operational in nature,
• The accuracy, recording and/or reporting of Charter School’s financial information,
• Charter School’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).
Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).