Independent Charter Petition

ICEF Vista Business & Finance Academy

Submitted: January 22, 2014
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Assurances and Affirmations

ICEF Vista Business & Finance Academy (hereinafter “IVB&FA” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 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. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- 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 who currently attend the charter school and pupils who reside in the District. EC 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. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 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 the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

Additional Assurances and Affirmations

- The Charter School shall be deemed the exclusive public school employer of the employees of ICEF for the purpose of the Education Employment Relations Act. EC47605 (b)(5)(O)
- The 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 in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. EC 11967.5.1(f)(5)(c)
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. EC 47605(l)
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. EC 47612.5(a)
- The Charter School shall comply with any jurisdictional limitations to location of its facilities. EC 47605 and 47605.1
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. EC 47612(b), 47610
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with applicable provisions of SB1290.
- The Charter School shall comply with applicable provisions of 1088.
- The Charter School shall comply with applicable provisions of AB 1799.
- The Charter School shall comply with applicable provisions of AB 1575.
- The Charter School shall comply with applicable provisions of AB 1859.
- The Charter School shall comply with applicable provisions of residency and school attendance rights for foster children.

Greg Brendel, Lead Petitioner’s Signature
ICEF Public Schools
**Introduction**

ICEF Public Schools (hereinafter referred to as “ICEF”) is submitting this new petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (hereinafter referred to as “the District” or “LAUSD”) as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2014 to June 30, 2019. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District.

IVB&FA is committed to offering its students the highest quality educational program in an intimate learning environment. IVB&FA’s educational model aims to provide students with the skills, knowledge and abilities needed to reach proficient and advanced levels of academic performance. In addition, IVB&FA will provide options in education choice for parents in accordance with “No Child Left Behind” and help alleviate school overcrowding. Finally, as set forth in this charter petition, IVB&FA will offer a comprehensive learning experience designed to serve the needs of students, in particular those identified as academically low achieving, so as to help close the achievement gap that exists in our schools today.

IVB&FA meets the vision and mission of the Los Angeles Unified School District Charter Policy priority in granting charters:

1. IVB&FA will serve an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. IVB&FA will serve in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. IVB&FA will implement an innovative small school design focused on personalizing students’ education to achieve greater student academic achievement in secondary school and prepare students for higher education.

**ICEF’s History**

ICEF was founded in 1999 as a nonprofit, 501(c) (3) public-benefit education corporation to provide alternative, first-rate educational opportunities for children residing in the historically underserved and low-income communities of South Los Angeles. ICEF currently operates 12 charter schools in South Los Angeles, which provide students with an intensive college preparatory curriculum beginning in Kindergarten and continuing through the 12th grade. As a result of a rigorous traditional education and an individualized approach to learning, ICEF Public Schools have acquired higher levels of school academic performance, higher high school graduation rates, and a higher rate of students who go on to four year universities after graduation, compare with surrounding public schools.

**ICEF’s Mission and Vision**

The mission of ICEF is to prepare all students to attend and compete at the top 100 colleges and universities in the nation. To accomplish this mission, ICEF employs a personalized approach to learning, offers academic enrichment programs, and incorporates information-age tools and resources to their already intensive curriculum. To provide a fertile learning environment where students can discover and develop their talents, ICEF schools feature a comprehensive curriculum that emphasizes academics, athletics, and the arts. To ensure that all students have the necessary support to reach their goals, ICEF promotes strong family involvement practices and offer educational assistance to struggling students. ICEF’s vision is to prepare students to be the next generation of leaders, teachers, professionals and supporters, in order to transform South Los Angeles into a stable and economically vibrant community.
ICEF’s Core Values
ICEF and its schools are guided and known by their core values and beliefs which reflect best practices researched in high performing schools that consistently produce well-educated students prepared to enter and succeed in college. The following tenets are instilled as guiding principles throughout the entire ICEF organization:

1. COMMUNITY: We will create, grow and support a unified community where we are passionate about the success of our students.

2. DIVERSITY: We will respect diversity while using our differences to drive innovative practices that unite us all.

3. EMPOWERMENT: We will empower our stakeholders to be efficient and effective in delivering the highest quality services for our students.

4. ACCOUNTABILITY: We will develop a culture of integrity where we hold ourselves and each other accountable for our actions and behavior with our students, our parents, and our stakeholders.

5. COMMUNICATION: We will provide clear, effective, and timely communications within our organization and in our business dealings.

6. SAFETY: We will insure a learning environment where students, parents, visitors, and staff feel supported and secure.

7. COLLABORATION: We will make ICEF an enjoyable workplace of professionals where we actively share responsibility, celebrate successes, learn from failures, and work together for the success of all.
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.” California Education 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.” California Education Code § 47605(b)(5)(A)(ii).

COMMUNITY NEED FOR CHARTER SCHOOL

IVB&FA will serve students from the Del Rey neighborhood of West Los Angeles. Students in this community are predominantly African-American and Hispanic. A large portion of the students from surrounding schools are eligible for free and reduced lunch, a nationally recognized measure of economic poverty.

ICEF provides high-quality college preparatory educational opportunities for children in their own communities, increasing the high school graduation rate, reducing the number of high school dropouts, and improving college entrance rates of students in West Los Angeles. Our hope is to return well-educated college graduates as highly productive adults to the local community. To best achieve this vision, ICEF is focused on three main objectives:

- **Academic Excellence.** Our goal is to have 100% of all ICEF graduates accepted into college. Under the guidance of the Vice-President of Instruction, the academic team was restructured with the addition of experts in math, literacy and common core instruction, as well as in teacher development. ICEF is focused on supporting teachers with frequent observation, professional development, consistent analysis of student performance data and constructive feedback from principals.

- **Promote and Support our Culture.** In addition to academic rigor, ICEF stands out from the crowd by providing students with rich extracurricular offerings. ICEF gives students the opportunity to participate in athletics and an outstanding performing and visual arts program that enriches and supports their academic experience. At ICEF, music, dance, sports, and drama are not optional “extras.” We truly believe that by encouraging our students to participate in these activities—along with their academic studies—we are developing not just stellar students, but interesting and talented members of society.

- **Financial Stewardship.** In an effort to decentralize financial operations and give schools more control over their own budgets, ICEF moved to a school-based budgeting model. ICEF is transparent with faculty, staff, and the board about the financial state of the organization through regular updates and open dialogue. We are focused on long-term financial stability while investing heavily in students’ current needs.

STUDENT POPULATION TO BE SERVED

Located in the Del Rey neighborhood of West Los Angeles, ICEF Vista Academy Middle Charter School is a California Distinguished School and a top-performing Inner City Education Foundation (“ICEF”) school. Currently, graduating ICEF Vista eighth graders attend high schools miles away from their neighborhood. ICEF Vista Business & Finance Academy will strive to educate this group of
matriculating eighth graders so as to continue the success that the Vista family of schools has already established.

ICEF Vista Business & Finance Academy is also open to the surrounding Los Angeles community as an alternative choice in public education. The program is well-suited for all students, including students with special needs, English Language Learners and students eligible for free/reduced lunch.

ICEF Vista Business & Finance Academy shall be nonsectarian in its programs, admission policies, employment practices and other operations; shall not charge tuition, and shall 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.

IVB&FA will serve students in grades nine through twelve, matriculating approximately 150 ninth grade students each year of the charter term. When fully enrolled, the school estimates it will serve up to 650 students.

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<tbody>
<tr>
<td>Grade 9</td>
<td>150</td>
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<td>300</td>
<td>450</td>
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Demographics Matrix of Surrounding Schools of Intended Target Area

<table>
<thead>
<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</th>
<th>LAUSD Schools</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% African American</th>
<th>% Hispanic</th>
<th>% White</th>
<th>2011-2012 Growth API</th>
<th>2011-2012 API Statewide Rank</th>
<th>2011-2012 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venice Senior High</td>
<td>2,075</td>
<td>65</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>69</td>
<td>13</td>
<td>741</td>
<td>3</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Westchester Senior High</td>
<td>876</td>
<td>55</td>
<td>10</td>
<td>2</td>
<td>73</td>
<td>16</td>
<td>7</td>
<td>704</td>
<td>2</td>
<td>4</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Hamilton Senior High</td>
<td>2,276</td>
<td>60</td>
<td>11</td>
<td>8</td>
<td>26</td>
<td>52</td>
<td>16</td>
<td>741</td>
<td>5</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Charter Schools</td>
<td># of Students 2011-2012</td>
<td>% of Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of English Learners</td>
<td>% African American</td>
<td>% Hispanic</td>
<td>% White</td>
<td>2011-2012 Growth API</td>
<td>2011-2012 API Statewide Rank</td>
<td>2011-2012 API Similar Schools Rank</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met Subgroup Growth Targets?</td>
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<tr>
<td>Animo Venice</td>
<td>467</td>
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<td>765</td>
<td>7</td>
<td>9</td>
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Source: CDE Dataquest (most recent data as of October 2, 2012)
ICEF Vista Business & Finance Academy will provided a need service since the schools in the targeted area have not met school-wide and subgroup growth targets and many of the schools are Program Improvement Schools.

GOALS AND PHILOSOPHY

Mission
The mission of ICEF Public Schools is to prepare students to attend and compete at the top 100 colleges and universities in the United States.

Vision
ICEF Public Schools is dedicated to transforming South Los Angeles into a stable, economically vibrant community by providing first-rate educational opportunities.

Against a backdrop of a comprehensive business and finance education, ICEF Vista Business & Finance Academy will be a business and entrepreneurship academy in which students will learn to work cooperatively, think critically, develop skills, confidence and self-esteem through an educational program that values the fine arts and respects cultural diversity. Students will actively engage in experiential job-based learning opportunities that will enable them to make well-informed future education and career decisions and choices. The stakeholders will model the appropriate behaviors and attitudes expected of educated individuals in the 21st century. The entire school community—faculty, parents, administrators, and community members, including business and non-profit partners, will work cooperatively and collaboratively to create a student-centered environment in which all partners are empowered by their sense of ownership and responsibility to the school.

ICEF Vista Business & Finance Academy defines Financial Literacy broadly to include foundational economics, personal finance, business planning and corporate finance, entrepreneurship and business management. The school strives to create “good citizens” and will emphasize personal character, business ethics and leadership.

ICEF Vista Business & Finance Academy will partner with the National Academy Foundation, which oversees 500+ thematic academies across the United States.

21st Century Learning
An educated person of the 21st century must be highly proficient in problem-solving, critical inquiry, analytical thinking, writing, interpersonal relations and the use of technology. He/she must be dedicated to lifelong learning, understand how to be a self-directed learner, and recognize that the world is constantly changing. A 21st-Century learner needs deep core subject knowledge and essential skills to succeed in an ever-changing world. These demands include the learning and innovation skills embedded within the creativity, communication, and critical thinking required to solve complex problems. The integration of content knowledge with these skills better prepares students for college as well as the workforce; solving complex problems in the new global economy requires systems thinking within themes that will drive our communities forward. These themes include health, civic, financial, and environmental literacy in a global context. Beyond these skills, a 21st Century learner effectively applies technology to navigate media to access and evaluate information while also being equipped with the management skills to meet goals and handle projects that require cognitive proficiencies beyond the basics of reading, writing, and mathematics.
**How Learning Best Occurs**

IVB&FA believes that learning best occurs when:

- Students are in a safe and nurturing environment where diversity is celebrated.
- Students are in an environment where all school community members (teachers, parents, community volunteers, fellow students and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology.
- Students see the connection between what they learn and the real world.
- Students work well individually and cooperatively as members of a group.
- Teachers have high expectations for all students.
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Standards for each subject area.
- Teachers use differentiated instruction to address each child’s needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers continue to grow through professional development and remain lifelong learners.
- The School Director has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
- The School Director has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- The School Director supports the efforts of the students and teachers.
- The School Director, as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school’s educational program.
- The school treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students.
- Students have an educational experience that prepares them for successful learning opportunities and prepares them for success in college, careers, leadership and economic success.
- Students can build sustained and caring relationships with their fellow students, teachers, and community members.

The ICEF instructional program emphasizes six attributes of a strong college-going culture, which supports our core mission of ensuring that all ICEF students are prepared to enter and compete at the top colleges and universities in the nation:

1. **College Going Culture**: All K-12 stakeholders embrace and embody behaviors, skills, and environments which personally, socially, and emotionally prepare all students to compete at the top colleges and universities in the nation.

2. **College Style Study Habits**: Whether in the classroom or independently, students need to know how to organize and prioritize their short and long-term assignments while balancing their social and family schedules. ICEF Schools incorporate study skills into the curriculum, not just assigning students a chapter to read, but teaching them how to read it closely in order to understand both the overarching themes, and the subtle nuances; not just telling the students to take notes on a lecture, but giving them the
tools to do that effectively; and not just telling a student to study for a test, but advising them on how to manage their time and incorporate strategies for success.

(3) College Level Analytical Writing: In order to prepare students for the demands of college-level writing, teachers will scaffold instruction to produce writing products that meet the Common Core Writing Anchor Standards of writing for argumentation, writing to inform or explain, and writing to convey experiences. Students will learn claim-based writing through a variety of techniques, including the Toulmin Model, a method of writing focused using evidence for argumentation. Students will utilize these writing strategies to incorporate writing throughout each discipline and content area.

(4) College Style Discourse: Students possess the habits of mind to engage in intellectual strategies related to intellectual openness, inquisitiveness, interpretation, and precision and accuracy to the point of automaticity. Through formalized Socratic Seminars and Shared Inquiry in the early grades, students gain the competencies and habits of Socratic dialogue. They learn the academic language necessary to participate in a scholarly discussion and how to listen actively and interpret responses. Students consistently practice the tools needed to participate in college-level discussions according to the Common Core Listening and Speaking Anchor Standards. These skills include formulating an argument, relating evidence gained from the text to support an argument, drawing on past experiences, correlating previous readings in the class with the current topic of the discussion, and evaluating other speakers’ point of view, reasoning and rhetoric.

(5) Backwards Mapping to College Standards: Prior to the adoption of the Common Core Standards, ICEF had already adopted practices of backwards mapping college readiness by examining the Secretary's Commission on Achieving Necessary Skills (SCANS), the University of California/California State University (UC/CSU) system A-G requirements, and The College Board’s Standards for College Success and determining which college-going skills, habits and behaviors are necessary for success. These same key measures are integral components on teacher evaluations as reflected on the Teacher Effectiveness Framework based on Danielson’s Framework for Effective Teaching. The Framework, which was developed when ICEF was part of The College Ready Promise, focuses on three pedagogical priorities – College Readiness, Cognitive Engagement and Constructivism. These pedagogical priorities align with the Common Core Standards and aim to develop classrooms in which teachers facilitate instruction and students take ownership of their own learning. Instruction is aligned to the Common Core Standards and students are given multiple opportunities to think critically, analyze text, provide evidence-based claims and apply conceptual mathematical skills to solve problems. ICEF teachers act as guides and facilitators in this learning process.

(6) Technology Readiness through Blended Learning: Blended learning “combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student-to-student across a diverse group of learners.” This model is proving highly effective in helping schools address the struggles of student achievement, limited resources, and the expectations of 21st century learners. ICEF Public Schools approach to Blended Learning uses carefully selected technology based instructional programs that allow the teacher to maximize impact on students by streamlining tasks such as formative assessment, remedial intervention, and independent skills practice. This frees the teacher to focus on the aspects of instruction that only a trained teacher can accomplish: the building of higher order thinking skills, cognitive engagement, and the ICEF College Readiness Model.

In addition to the six basic tenets of an ICEF school, students at ICEF Vista Business & Finance Academy will participate in a seventh tenet, work-based learning.
(7) **Work-based Learning:** Work-based learning refers to a continuum of activities, both in and outside the classroom that connects the rigor of classroom instruction to application of real-world concepts. Students will have the opportunity to demonstrate the Webb’s Depths of Knowledge and the application of the Common Core Rigor/Relevance Framework through experiences in the work place. Students will learn about the education and training requirements for occupations within and across industries. They will identify career interests and aptitudes, and use the workplace for both learning and applying college- and career-readiness skills and knowledge.

In order to provide these experiences, ICEF Vista Business & Finance Academy is partnering with various strategic partners, including financial and business education non-profits, corporations, colleges and universities. Through work-based learning experiences, students will acquire the skills necessary to understanding and navigating the global economy.

ICEF Vista Business & Finance Academy will enable students to become self-motivated, competent and life-long learners by accomplishing two main goals. First, the program seeks to bring all student achievement to grade level or above. If students are on target academically and learn key life lessons such as perseverance, persistence and courage, they will be more likely to succeed. Second, ICEF Vista Business & Finance Academy seeks to develop each student’s analytical and critical thinking skills. This is the key ingredient in life-long learning.

Therefore, ICEF Vista Business & Finance Academy teachers must give students opportunities for hands-on learning in addition to direct instruction so that students gain first-hand experience to solve problems. At ICEF Vista Business & Finance Academy students will become proficient and master the Common Core State Standards for their grade level while being immersed in a rigorous program based on the principles of learning, organizing for effort, clear expectations, accountable talk, academic rigor, fair and credible evaluations, recognition of accomplishments, socializing intelligence, learning as apprenticeship, and self-management of learning.

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<tr>
<th><strong>State Priority #4—Student Achievement</strong></th>
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<tbody>
<tr>
<td><strong>Pupil achievement, as measured by all of the following, as applicable:</strong></td>
</tr>
<tr>
<td>A. CA Measurement of Academic Progress and Performance statewide assessment</td>
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<tr>
<td>B. The Academic Performance Index (API)</td>
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<tr>
<td>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</td>
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<td>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</td>
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<tr>
<td>E. EL reclassification rate</td>
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<tr>
<td>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</td>
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<tr>
<td>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Subpriority A – CA MAPP: ELA/Literacy and Mathematics</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
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<tr>
<td><strong>Actions to Achieve Goal</strong></td>
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</tbody>
</table>
• Administration of internal Benchmark and Interim Assessments aligned to the CCSS to monitor student performance
• Teacher participation in data talks to determine implication for instruction based on data from Benchmark and Interim Assessments
• Implementation of ICEF Instructional Model (See Charter Petition - How Learning Occurs at ICEF Vista and Business HS)

**SUBPRIORITY B – API**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>School will meet annual API Growth Target or equivalent, as mandated by the CA State Board of Education.</th>
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</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | • Instruction aligned to Common Core State Standards  
• Administration of internal Benchmark and Interim Assessments aligned to the CCSS to monitor student performance  
• Teacher participation in data talks to determine implication for instruction based on data from Benchmark and Interim Assessments  
• Implementation of 7 ICEF Key Instructional Tenets, including the use of Technology through Blended Learning (See Charter Petition - How Learning Occurs at ICEF Vista and Business HS) |

**SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All students will complete UC/CSU course requirements.</th>
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</table>
| ACTIONS TO ACHIEVE GOAL     | • All Core Courses will be approved for UC/CSU credit.  
• College counselors will work with students and families to make sure that students are enrolled in the appropriate classes to be UC/CSU eligible.  
• School will monitor students’ performance in A-G courses and provide in-class intervention as needed.  
• School will provide opportunities for credit recovery, if needed. |

**SUBPRIORITY D – EL PROFICIENCY RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>EL Students will advance at least one level on the CELDT each academic year.</th>
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</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | • Students at ELD Levels 1-3 and students who have completed five or more years in U.S. Schools but have not yet met criteria for reclassification will receive daily instruction in addition to ELA Core classes.  
• Instruction across all content areas will include SDAIE (Specifically Designed Academic Instruction in English) strategies. |

**SUBPRIORITY E – EL RECLASSIFICATION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>EL Reclassification rate will meet or exceed reclassification rate at comparable neighborhood school.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | • Students at ELD Levels 1-3 and students who have completed five or more years in U.S. Schools but have not yet met criteria for reclassification will receive daily instruction in addition to ELA Core classes.  
• Instruction across all content areas will include SDAIE (Specifically Designed Academic Instruction in English) strategies. |

**SUBPRIORITY F – AP EXAM PASSAGE RATE**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE</th>
<th>Graduating seniors will pass AP exams at a rate higher than comparable neighborhood</th>
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</table>
For a more detailed description of the school’s goals to meeting all 8 State Priorities, please refer to Elements 2 & 3 of the charter petition.

**INSTRUCTIONAL DESIGN**

ICEF Vista Business & Finance Academy will be a small learning environment that will focus on providing an enriched, standards-based curriculum. ICEF Vista Business & Finance Academy intends to provide each student with powerful learning experiences that are differentiated to meet individual student needs. A combination of small-and large-group instruction will be utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional support.

ICEF Vista Business & Finance Academy seeks to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well critical thinking and reasoning that demonstrates Webb’s Depths of Knowledge and Bloom’s Revised Taxonomy

ICEF Vista Business & Finance Academy understands the importance of utilizing research-based instructional practices to promote student achievement. Examples of research-based practices that serve as a foundation for the ICEF Instructional Model are as follows:

**Planning and Preparation:**
- Marzano, R. J. (2009) *Designing and Teaching Learning Goals and Objectives*
- Marzano, Pickering and Pollack (2012) *Classroom Instruction That Works: Research Based Instruction for Increasing Student Achievement*
- National Academy Foundation – [www.naf.org](http://www.naf.org)

**Assessment and Learning:**
- Marzano, R. (2013) *Using Common Core Standards to Enhance Classroom Instruction and Assessment*

o Moss, C.M. & Brookhart (2009) *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*

- **Instructional Strategies:**
  
o Beers, K. & Probst, R. E. (2013) *Notice and Note: Strategies for Close Reading*

  o Copeland, M. (2005) *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High Schools*


  o Lemov, D. (2010) *Teach Like a Champion*

  o Toulmin, S. E. (2007) *The Uses of Argument*

  o Teacher Effectiveness Framework based on Charlotte Danielson’s Framework for Effective Teaching

In addition to the above-mentioned research-based practices, ICEF Vista Business & Finance Academy and the ICEF Instructional Team will continue to stay current on educational research is committed to providing professional development to teachers in order to implement current best practices in instruction.

**Curriculum and Instruction – Rigorous Curriculum**

All ICEF Vista Business & Finance Academy students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. To achieve the academic standards and the expected school-wide learning results, all students will be involved in challenging learning experiences. All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, actively engaging students, emphasizing higher order thinking skills, and helping them succeed at high levels.

**A. English Language Arts Curriculum (Core/College Preparatory)**

ICEF Vista Business & Finance Academy will use the Toulmin model as the centerpiece of its writing program. Beginning in the 6th grade, students in ICEF Public Charter Schools use the Toulmin model of rhetoric and argumentation to acquire writing skills more commonly reserved for college-level instruction.

The Toulmin Model has wide applicability across disciplines, and is used in subject areas that stress the reading, writing, research and new media technology skills required in the 21st century. The Toulmin Model allows these higher-order thinking skills by systematically teaching the rules of rational argumentation. Toulmin’s model focuses on identifying the basic parts of an argument, thus allowing readers and writers access to the tools that allow non-trivial responses to texts and verbal exchanges. These tools are necessary in developing the speaking and writing skills that students in the 21st century require for success in college and beyond.

Note that the SAT now contains a writing portion that places a premium on organized, and logical responses to writing prompts. By incorporating these tools across the curriculum ICEF Vista Business & Finance Academy students will become skilled in the tools that make for improved reading and writing skills thus increasing their achievement levels and closing the achievement gap.

The literature side of the Language Arts program emphasizes “depth” of understanding; requiring students to employ the Toulmin model to make claims about “what’s really going on” in the text and to methodically support these claims with evidence. At the end of four years, students are writing and analyzing texts at a college level (typically college sophomore or junior level).
The English curriculum is based on the Common Core State Standards and builds upon the foundation laid by the California English/Language Arts Content Standards. With a focus on critical thinking and written argument, these UC-approved courses in English balance fiction, non-fiction, and complex texts to develop critical thinking skills and written argument. All courses will be approved through the UC Doorways process and are also CSU approved.

9th Grade – English 9
What literature offers to all people, young and old alike is an imaginative understanding of human nature, that is, of the possibilities of human character and experience. If read carefully and reflectively, good literature can enlarge our understanding of human nature and help us become better judges of character. Fostering this enlargement is the goal of the 9th grade literature program. The goal will be to write, with reasonable consistency, 500 word compositions that adequately support opinions of the literature about what is really going on in a given crisis scene, and to do so in a readable style that is free of mechanical error.

10th Grade – English 10
What literature offers to all people, young and old alike, is an imaginative understanding of human nature, that is, of the possibilities of human character and experience. If read carefully and reflectively, good literature can enlarge our understanding of human nature and help us become better judges of character. Fostering this enlargement is the goal of the 10th grade literature program. The guiding principle of the literature program is a few works in depth. From the outset students will be encouraged to develop opinions and defend them both in class discussions and in well-constructed paragraphs. Their goal will be to write, with reasonable consistency, 500 word compositions that adequately support their opinions about what is really going on in a given crisis scene, and to do so in a readable style that is free of mechanical error. This program will be taught through Correction Lessons that will routinely follow the return of every composition written. The mechanics program will focus on teaching students the real rules of conventional writing, meaning those rules whose violation stigmatizes a person as either a thoughtless writer or else a writer who is at best barely literate.

11th Grade – AP Literature and Composition
The texts in English 11 have been organized around the theme of Our Perceived Reality. More specifically, the course will explore the ways in which we interpret our unique life experiences and that perspective to create what we mistakenly believe to be an objective reality. Specific attention will be paid to the American Dream and the way it shapes our perspective within the context of different cultural experiences. The course will commence with a close reading of the Declaration of Independence as a platform for understanding what America’s forefathers envisioned for America, and how we have translated it into the American Dream. Students will study several texts in depth to explore these essential ideas. The purpose of this course is to build on the goals of the English 10 and expand students’ knowledge of the study of literature, specifically targeted at the goals of Advanced Placement English Literature and Composition, and in preparation of the Advanced Placement exam. Students will be able to deepen their understanding of the human experience through the study of literature. The course provides an opportunity for students to learn high level critical thinking skills and apply them in a variety of situations. This course is designed to further students’ knowledge of the argumentative writing model and expose them to more nonfiction rhetoric, with which they can begin to structure their arguments.

12th Grade – Advanced Placement Language and Composition
The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

This course aims to train seniors how to think about and write up longer argumentative papers that demonstrate argument literacy at the college level—the ability to read, summarize and contribute to sophisticated arguments mainly on political, social and ethical issues. Students will read, outline and critique the arguments and various rhetorical devices used in a plethora of professionally written essays, letters, editorials and research papers. They will use college library resources to develop and support their arguments and the MLA (Modern Language Association) format to cite outside sources. The overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

B. English Language Development Curriculum (Core/College Preparatory)

Monitoring ELL Program
Monitoring, Evaluation & Program Effectiveness VB&FA is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve. EL program monitoring, evaluation, and accountability practices will address the following purposes:

A. Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the English Learner Master Plan; b. Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness;
B. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system; d. Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications; and e. Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

C. Mathematics Curriculum (Core/College Preparatory)
The ICEF Vista Business & Finance Academy Mathematics Program is based on the following premises: (1) mastery of basic skills; (2) developing advanced problem-solving skills; (3) math workshops for students; (4) increased teacher professional development; (5) regular teacher team meetings; (6) periodic assessments; (7) extensive use of data to guide instruction; (7) emphasis on hands-on lessons; (8) parental involvement, and; (9) demonstrating the relevance of mathematics to the real world.

Much of the Mathematics Curriculum is predicated on the Principles and Standards for School Mathematics published by the National Council of Teachers of Mathematics (NCTM, 2000). Extensive use will also be made of the LAUSD Mathematics Instructional Guides, the Included Concepts Tasks, the Instructors Units’ Resources, and the Blueprints for Assessment. ICEF Vista Business & Finance Academy has begun the transition to the implementation of common core standards. As a result, daily lessons, benchmark assessments and instructional units are aligned to the Common Core State Standards.
All ICEF Vista Business & Finance Academy students will be expected to complete a sequence of college preparatory mathematics courses. All ICEF Vista Business & Finance Academy students complete four years of math courses. The general sequence is presented below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>Algebra</td>
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<td>Geometry</td>
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<tr>
<td>Algebra II</td>
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<tr>
<td>Pre-Calculus</td>
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<tr>
<td>Calculus</td>
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9th Grade – Algebra I
Algebra I consists of symbolic reasoning and calculations with symbols. By studying this subject, the students will be able to develop an understanding of the symbolic language of mathematics. In Algebra I, students will also learn how to analytically apply concepts to computational and word problems given throughout this school year. This class is mainly structured to promote multiple ways of solving simple and complex problems.

9th and 10th Grade – Geometry
This particular course is designed to give students an intuitive understanding of core geometry concepts, before asking students to prove theorems. During their investigations, students will discover the beauty of formal mathematics, and develop strong reasoning skills, allowing them to tackle the proofs and formal mathematics they will likely encounter in college. The ability to make precise arguments using reasoning and logic is essential in almost every academic subject, including non-quantitative disciplines like English and Political Science. A strong foundation in proof-writing is an invaluable asset for ICEF Vista Business & Finance Academy students pursuing undergraduate and graduate studies. In this course, geometry topics are frequently bridged to core algebra concepts to (1) demonstrate the close connection between the two topics, and (2) maintain student’s algebra skills.

10th and 11th Grade – Algebra II
This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. This course also investigates trigonometric ratios, identities, conic sections, the binomial theorem, and probability. Calculator applications will be introduced. This is a second course in Algebra. The course is based on the standards set by the State of California. The following topics are included: functions; variation and graphs; linear functions; matricies; systems; quadratic functions; powers; inverses and radicals; exponential and logarithmic functions; trigonometry; polynomials; quadratic relations.

10th, 11th, and 12th Grade – Pre-calculus
Pre-calculus is an in-depth study of functions and a review of algebraic, geometric, and trigonometric principles, and techniques. Graphing calculators are used to explore, solve, and verify various functions, equations, and inequalities. Topics include functions, series, sequences, matrices, complex numbers, conic sections, polar and parametric equations, linear regression, vectors, applications of trigonometry, and an
introduction to Calculus. Emphasis is placed on the many trigonometric, geometric and algebraic
techniques needed for the preparation of the study of Calculus. The course takes a functional point of
view towards topics and is designed to strengthen and enhance conceptual understanding and
mathematical reasoning used when solving problems.

11th and 12th Grade – Calculus
This course gives an introduction to the theory and applications of definite and indefinite integrals in
single-variable calculus. Analytic and numerical techniques for computing integrals are presented. The
Calculus course also gives an introduction to the theory of infinite series.

D. History-Social Studies Curriculum (Core/College Preparatory)
ICEF Vista Business & Finance Academy students will study major turning points that shaped the modern
world, from the late eighteenth century through the present. They will trace the rise of democratic ideas
and develop an understanding of the historical roots of current world issues. They will extrapolate from
the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and
are not practiced everywhere in the world. Students will develop an understanding of current world issues
and relate them to their historical, geographic, political, economic, and cultural contexts. Students will
consider multiple accounts of events in order to understand history from a variety of perspectives.
Instruction will incorporate the CA State History/Social Studies Standards with the CCSS Literacy
Standards in History/Social Studies and Technical Subjects.

Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic
ideals, students will build upon the study of global industrialization to understand the emergence and
impact of new technology and a corporate economy, including the social and cultural effects. They will
trace the change in the ethnic composition of American society; the movement toward equal rights for
racial minorities and women; and the role of the United States as a major world power. An emphasis will
be placed on the expanding role of the federal government and federal courts as well as the continuing
tension between the individual and the state. Students will consider the major social problems of our time
and trace their causes in historical events.

ICEF Vista Business & Finance Academy students will pursue a deeper understanding of the institutions
of American government. They will compare systems of government in the world today and analyze the
history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the
legislative, executive, and judiciary branches of government. An emphasis will be placed on analyzing the
relationship among federal, state, and local governments, with particular attention paid to important
historical documents. These standards represent the culmination of civic literacy as students prepare to
vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government, students will also master fundamental economic concepts, applying
the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and
institutions of economic systems. Studied in a historic context will be the basic economic principles of
micro- and macroeconomics, international economics, comparative economic systems, measurement, and
methods.

The course offerings presented below are intended to explore a wide range of academic experiences thus
enhancing the students’ ability to understand history and importance and its effect on everyday life.
9th Grade – World History I
Students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. After reviewing the ancient world, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

10th Grade – Modern World History
This course presents a diverse perspective on the political, economic, intellectual, and cultural developments of the seventeenth through the late twentieth centuries and the impact of those developments on world cultures. Students focus on the significance of key ideas and movements: Revolution, Industrialism, Nationalism, Socialism, Marxism, Imperialism, Colonialism, Decolonization, and Totalitarian models. In addition to mastering the content, students continue to develop skills in reading primary and secondary sources, critical thinking, coherent argumentation, research, and expository writing.

11th Grade – US History
The year begins with a review of the settlement of the colonies and the American Revolution, to westward expansion, the Civil War and Reconstruction. Students will then examine the major turning points in American History from the Industrial Revolution through the twentieth century. Thematic emphasis will be placed upon the expanding role of the federal government and the federal courts, the balance of power between the right of the individual and states rights, and the continuing struggle between minority rights and majority power. Importance should also be placed on the emergence of a modern corporate economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power.

11th Grade – AP US History
Advanced Placement United States History provides a general overview of the history of the United States. In chronological order, students will explore America’s past, examining the cultural, political, geographical, economical and technological changes that have taken place and have helped to shape us.
and guide us as a nation today. Topics will include issues relating to the discovery of the New World through the Reconstruction period, focusing on constitutional issues, the Civil War, industrialization, and immigration.

Additional emphasis placed on college preparatory activities and exercises as identified by the College Board AP U.S. HISTORY course description: "The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format."

12th grade – Government
This course will provide students with knowledge of California and United States Government that will enable them to participate effectively in civic life in America. Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system. In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. In addition, they draw on their studies of world and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of history/social sciences classes to prepare students to solve society's problems, to understand and to participate in the governmental process, and to be a responsible citizen of the United States and the world.

E. Science Curriculum (Core/College Preparatory)
Until the CA adoption of the Next Generation Science Standards, ICEF Vista Business & Finance Academy will continue to follow the California State Science Standards while incorporating the Common Core Literacy State Standards in History/Social Studies, Science and the Technical Subjects. Instruction will include performance-tasks and hands-on instruction via investigation and experimentation. College-style lab reports will be a required element for all students. Each student will maintain a lab report notebook throughout his or her attendance in any science course offered at the ICEF Vista Business & Finance Academy.

ICEF Vista Business & Finance Academy students generally study science in the following sequence:

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<th>9th Grade</th>
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<th>12th Grade</th>
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<tbody>
<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<tr>
<td>AP Environmental Science</td>
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</table>
9th Grade – Biology
The Biology course studies living things. The subjects of cells, genetics, evolution, ecology, human physiology, and microbiology are discussed extensively. The course studies the function, structure, behavior, and classification of several living organisms. The inter-relationships that exist amongst various living organisms are also explored. There is a laboratory component for this course. The student will gain practical laboratory skills and gain a working knowledge of how the scientific method is used to gain information about several topics. The students will learn how to design, conduct, and interpret experimental results as well as how to effectively communicate their findings in writing. This course also employs Socratic seminars that focus on discussing several ethical and moral issues such as cloning, stem cell research, genetic engineering, and gene therapy.

10th Grade – Chemistry in the Community
The United States is a world leader in science, technology, and the education of scientists and engineers. Yet, overall, U.S. citizens are barely literate in science. In responding to this situation, our government and many professional groups have assigned high priority to improving the nation's science literacy. Chemistry in the Community (ChemCom) represents a major effort to improve science literacy through a high school chemistry course that emphasizes chemistry's impact on society. ChemCom is taught on the "need to know" basis, with societal and technological issues/problems determining the depth and breadth of chemical concepts taught.

11th Grade – AP Biology
This course is equivalent to a college level introductory biology majors course. Students will survey major topics and fundamental concepts found in the biological sciences. These include organic molecules, cellular biology, energy transformations, patterns of inheritance, evolution, biodiversity, functional human anatomy and ecology. The purpose of this course is to provide exploratory experiences, laboratory and real-life applications in the biological sciences. AP Biology will allow students the opportunity to develop a conceptual framework for modern biology while emphasizing applications of biological knowledge and critical thinking to environmental and social concerns.

AP Biology courses are built around topics, concepts and themes. The College Board defines topics as the subject areas of biology. A concept is an important idea or principle that forms or enhances our current understanding of a particular topic. Themes are the overarching features of biology that recur, connect, and unify our understanding of topics.

11th Grade – AP Physics
This course provides to students a systematic development of the main principles of physics emphasizing problem solving, and helping students to develop a deep understanding of physics concepts. This course is equivalent to an introductory college physics course. Students will survey major topics and fundamental concepts found in the biological sciences. These include mechanics, fluid mechanics, thermal physics, waves and optics, electricity and magnetism, atomic and nuclear physics.

The emphasis in the course is on understanding of the concepts and skills at using the concepts to solve problems. Laboratory work will be covered as an integral part of this course. Students will be provided with a systematic development of the main principles of physics emphasizing problem solving, and helping students to develop a deep understanding of physics concepts. This course is equivalent to an introductory college physics course. Students will survey major topics and fundamental concepts found in the biological sciences. These include mechanics, fluid mechanics, thermal physics, waves and optics, electricity and magnetism, atomic and nuclear physics.
12\textsuperscript{th} Grade – AP Environmental Science
AP Environmental Science investigates modern environmental issues integrating concepts from biology, earth science and chemistry. The course is designed to provide students with the scientific principals, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will participate in field studies to collect and analyze authentic data and to evaluate specific environments.

F. Visual and Performing Arts Curriculum (Core/College Preparatory)
ICEF Vista Business & Finance Academy will offer diverse visual and performing arts classes according to NCLB guidelines and A-G requirements as part of the core curriculum. ICEF Vista Business & Finance Academy will offer a diverse visual and performing arts classes according to NCLB guidelines as part of the core curriculum.

9\textsuperscript{th}, 10\textsuperscript{th}, 11\textsuperscript{th}, and 12\textsuperscript{th} Grade – Art 1
This course is an introduction to visual art. Students who have taken art previously as well as students who have never had an art class will learn about creativity, imagination, studio behavior, the elements of art and the principles of design. Students will do independent and group projects, assignments that emphasize color, composition, painting, collage and a variety of materials. Art from other cultures, art history and the work of well-known artists will be studied focusing on contributions of African and African American Art.

10th, 11th, and 12th Grade – Advanced Art
Mastering techniques that show an understanding of the elements and principles of art. In this course, the emphasis will be placed on the elements and principles of art, line, form, value, texture, space, balance, movement, rhythm, contrast, emphasis, pattern and unity.

9\textsuperscript{th}, 10\textsuperscript{th}, 11\textsuperscript{th}, and 12\textsuperscript{th} Grade – Music Performance
This course provides opportunities for the students to develop their musical skill and appreciation by learning to play a woodwind, brass or percussion instrument. Students will perform a varied repertoire of music representing diverse genres, styles and cultures. Emphasis will be placed on basic tone production and rhythmic precision, interpretation of musical symbols, care of an instrument, and recognizing the role of music in various cultures around the world.

9\textsuperscript{th}, 10\textsuperscript{th}, 11\textsuperscript{th}, and 12\textsuperscript{th} Grade – Choir
This course provides opportunities for the students to develop their musical skill and appreciation by performing in a vocal ensemble. Students will perform a varied repertoire of music representing diverse genres, styles and cultures. Emphasis will be placed on vocal tone production, interpretation of musical symbols, and recognizing the role of music in various cultures around the world.

G. Physical Education and Health Curriculum (Core/College Preparatory)

Introduction to Kinesiology/PE Personal Fitness Emphasis
This two-semester course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenge and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle.
Physical Education
This one semester course continues the comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students are introduced to a variety of individualized and team sports.

Health Education
This one semester course meets the state-mandated curriculum requirement. Students are engaged in activities that foster the development of optimal physical, mental and social well-being, leading to healthy choices and life-long good health and health literacy. The health education standards address the following: 1.) acceptance of personal responsibility, 2.) respect for and promotion of the health and others, 3.) and understanding for the process of growth and development, and 4.) the informed use of health-related information, products and services.

H. Foreign Language (Core/College Preparatory)

9th and 10th Grade – Spanish I
The emphasis of this course is on providing the student with basic first level communicative skills in listening, reading, speaking and writing. Emphasis is placed on acquisition of vocabulary, communication and grammar structures at the beginning level. Additionally, this course will introduce and immerse students in local Spanish speaking contexts within California and abroad by providing opportunities for creative exploration of the diverse aspects of Spanish and Latin American cultures.

9th, 10th and 11th Grade – Spanish II
The emphasis of this course is on providing the student with a smooth transition from the first level to the second level while continuing to develop communicative skills in listening, reading, speaking and writing. Instruction is focused on expanding communicative structures of grammar to develop the ability to understand and respond to the language demands of transactional and social contacts.

10th, 11th, 12th Grade – Spanish III
The emphasis of this course is on enhancing communicative skills in listening, reading, speaking and writing. Instruction is concentrated on expanding idiomatic communicative structures of grammar. Additionally, the course exposes students to socio-economic, historical, cultural, political dynamics of Spain and Latin America.

10th, 11th, 12th Grade – AP Spanish Language
AP Spanish Language is an intensive and rigorous course, designed for students who desire to expand their proficiency skills. It is meant to be comparable to third year college and university courses. Students are expected to strictly communicate in Spanish with teachers and peers as it will aid in their fluency and prepare them for success on the AP exam in May. The course focuses on mastery of listening, reading, speaking, and writing skills.

I. Other College Preparatory Electives (Core/College Preparatory)

ICEF Vista Business & Finance Academy’s curriculum is based on the Common Core State Standards. The thematic focus of these courses is additionally woven into course classes to strengthen student understanding of business concepts.
9th, 10th, 11th, and 12th Grade – Creative Writing
Students will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will also examine various styles of writing by reading writers of poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, haiku, reviews, montages, stream-of-consciousness selections. Goals will be met through a variety of reading, writing, and speaking activities. Additionally, students must be willing to share their work; that is, they must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner.

9th, 10th, 11th and 12th Grade - Digital Media
In this course, students will be trained to operate a digital camera, write captions, headlines and body copy, and design layouts. Students will be asked to contribute to school events and productions as well. Students will learn skills that can be included in a resume for any positions that involve desktop publishing and graphic arts. Students will train on computers and accompanying software. The class curriculum will introduce the word processing concepts applicable to desktop publishing, graphic design and manipulation, and the creation of documents for publication.

11th and 12th Grade Legal Literacy
The Legal Literacy course is designed to stress academics, but also provide youth with survival skills. The program teaches students about practical aspects of law that they can use in everyday life, for the rest of their lives. The program goes beyond most schools civics curriculum by providing an in-depth exploration of various legal issues in conjunction with their social implications.

9th, 10th, 11th and 12th Grade – Mandarin
The emphasis of this course is on providing the student with basic first level communicative skills in listening, reading, speaking and writing in Mandarin Chinese. Emphasis is placed on acquisition of vocabulary, communication and grammar structures at the beginning level. Additionally, this course will introduce and immerse students in local Chinese-speaking contexts within California and abroad by providing opportunities for creative exploration of the diverse aspects of Chinese culture.

11th, and 12th Grade – Organizational Behavior
This course consists of an inquiry into the characteristics essential in inspiring others to action. Students will identify their personal strengths and weaknesses through self-assessment, expanding their awareness of these qualities to include their effect on other individuals and group behavior. The course provides strategies for decision-making and building effective teams, and encourages students to explore the difficulties, compromises, and rewards of the collaboration process.

9th, 10th, 11th, and 12th Grade – Psychology
This course covers core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for behavior. Topics covered include social psychology, perception, states of consciousness, memory and learning. Additionally, students will analyze human growth and development, personality, stress and adjustment, and abnormal behavior, treatments, and therapy. This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

9th, 10th, 11th, and 12th Grade – Public Speaking
Public speaking is one of the most important skills a student could have. This class will develop a student's speaking ability above and beyond what is expected of them in a normal classroom. Students will be prepared to compete in forensics competitions.
9th, 10th, 11th, and 12th Grade – Screenwriting
This is a semester course that introduces secondary school students to the elements of screenwriting. The course will include screenings and activities to assist students in developing the skills to analyze films and screenplays for structure, style, genre, character, story and plot. Through a series of writing exercises that emphasize creating an outline, a treatment, and several screenplay drafts, students will finish the course with a short screenplay of 10-30 pages.

Systematic English Language Development Instruction
This course is designed for English Learners at ELD 1-3 and English Learners who have completed five full years or more in U.S. schools but have not yet met reclassification. Instruction is driven by students’ assessed English proficiency levels and focuses on foundational English skills that students need for effective academic learning, classroom participation, and real life purposes.

Academic and Business Core Curricula Integration
Unique to the ICEF Vista Business & Finance Academy program is the broad-based integration of traditional core academic curricula (in English, Math, History and Science) with business, finance and entrepreneurship topics and skills. The effective blending of traditional academic core topics and personal and business finance will provide context and relevance to everything our students are learning. Although there are many examples of how this merging of academic and business curricula will be implemented, the following table provides a few examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Business Planning, Persuasive Writing, Public Speaking, Preparing Visual and Oral Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Budgeting, Savings and Investment, Statistics, Data Analysis</td>
</tr>
<tr>
<td>History</td>
<td>World Commerce, Historical Figures in Business, Business Leaders and Innovators, Speculative Bubbles (Tulips, Houses, Internet, etc.)</td>
</tr>
<tr>
<td>Science</td>
<td>Sustainable businesses in various industries including but not limited to: Energy, Health Care, “Going Green,” etc.</td>
</tr>
</tbody>
</table>

Business and Finance Curriculum
ICEF Vista Business & Finance Academy will focus on the importance of financial literacy throughout this program. In today’s competitive, complex and volatile global economy, being financially literate is more important than ever. Particularly in light of the recent global financial crisis and in order to avoid potentially catastrophic life decisions our students need to be able to make educated personal financial choices. Beyond that, regardless of what industry they may ultimately migrate to (technology, performing arts, academia, etc.) our students need to be exposed to business topics that will enable them to make career decisions and pursue opportunities beyond just those that may be available locally. With a broad-based and comprehensive business, finance (including personal finance) and entrepreneurship education our students will have access to career opportunities not limited to “working for someone.” Lastly, we also believe that with daily exposure to financial, business and career topics that are directly relevant and of immediate interest to our students they will also be able to make more direct connections between, and appreciate the importance of, what they are learning in the other courses.
### Grade 9 – Personal Character and Leadership

The Personal Character and Leadership course provides students with an overview of the importance of leadership and ethics in a business environment. Students examine and develop their own leadership skills and learn about the importance of ethics to stakeholders, examine who bears responsibility for ensuring an ethical code is followed, and explore ethical situations common in organizations.

The course examines ethics through the lens of various business disciplines and considers the impact of organizational culture on ethical practices. The course also explores ethics as social responsibility, the evolution of ethics as business becomes more international, and how the free market and organizational ethics can coexist. Students apply what they have learned over the course to the culminating project by researching a real corporation in relation to ethical business practices. Working in teams, students evaluate whether the corporation’s stated and demonstrated ethical behavior aligns with their own values. They present their findings in a formal presentation to a group of interested adults. Finally, students examine careers in ethics.

### Grade 10 – Personal Finance and Careers

Principles of Finance gives students a thorough introduction to the concepts, tools, and institutions of finance and serves as a foundation for the core courses offered by the Academy of Finance. Principles of Finance begins with the basics of financial literacy and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about common methods by which businesses raise capital—IPOs, selling stocks and bonds, and short-term financing—and they study key investment-related terms and concepts, including the time value of money. Students also explore specific topics of importance in today’s world of finance, risk management, taxes, and ethics. They research how technological and international innovations have changed the financial services field.

As an integral part of the course, students also participate in an in-depth study of a particular finance topic. Students use a project-based learning approach to become personal finance experts and lead a schoolwide exhibition on issues critical to financial literacy. Working in groups of three or four, students choose a topic to investigate and examine their topic from various perspectives, including its importance to an individual’s understanding of finance as well as its relevance to the finance industry and society. Groups synthesize their learning and create a three-panel display board, public service brochure, and talking points, all of which they present to an invited audience at a financial literacy fair. Finally, students explore the types of careers that exist in finance today.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>Personal Character and Leadership</td>
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<tr>
<td>Personal Finance and Careers</td>
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<tr>
<td>Corporate Finance and Business Planning</td>
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<tr>
<td>Entrepreneurship and Business Management</td>
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</table>
Grade 11 – Corporate Finance and Business Planning
Transitioning from personal to business finance, VB&FA students will learn such principles as Discounted Cashflow Valuation, Net Present Value, Internal Rate of Return and Weighted Average Cost of Capital and how those concepts drive business decisions like capital expenditures and expanding into new products and markets. Our students will also benefit from hearing seasoned business executives talk about business decisions and strategies they have made and pursued; both successfully and not so successfully. VB&FA students will participate in work-based learning opportunities with local private sector companies and non-profits including internships and have the opportunity to participate in finance and business courses at local colleges and universities. The business planning education will focus on conceptualizing new products and business opportunities and forming new business start-ups as well as improving upon, replacing or adding to existing on-campus student-run businesses. A $1,000 prize, granted by the LMU School of Entrepreneurship, will be awarded to the winner of the Annual 11th Grade Business Plan Competition.

Grade 12 – Entrepreneurship and Business Management
Entrepreneurship provides students with an understanding of the critical role played by entrepreneurs in the national and global economy. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques found in successful entrepreneurs that students will need to succeed. Building on concepts that were introduced in Principles of Finance, the Entrepreneurship curriculum approaches student learning experientially by encouraging students to evaluate, develop, and work with the business ideas they already have or those they conceive during the course.

Students explore the steps necessary to starting a business, including analyzing the market, finding financing, and creating a form of organization that will accommodate future growth. They learn about the operational issues that new businesses face, such as regulations, protecting intellectual property, and the financial risks of starting a business. Students examine ethical issues and develop a framework for managing them. Finally, students identify the risks, returns, and other aspects of entrepreneurship as a potential career.

Integral to the curriculum is a culminating project that builds on students’ ability to research the market and develop a business plan. Students work in teams of two or three students to conceive of and develop a business idea that fills a need in the market. In the process of completing their project, they create a marketing plan for their business, make financial projections, assess the risks inherent in the new venture, and develop a code of ethics to guide their business actions and relationships. Additionally, students learn about the operational and legal logistics involved in business. Finally, they create a business plan and give an oral presentation in which they pitch their business idea to their classmates and an invited audience representing potential investors.

9th, 10th, 11th, and 12th Grade – Business Leadership
In an ever-expanding global economy it is necessary for students to gain the knowledge and skills to compete in the through interactive, interdisciplinary projects based on business models. The class is designed to make students more competitive in college admissions and in the job market. It is so important for students to experience early success in the business world, so they understand that these are real, accessible opportunities for them. Business is not just for other people's kids. The designer has an MBA from Stanford's Graduate School of Business and has worked for J.P. Morgan, a Wall Street investment bank, and Steamboat Ventures, the venture capital arm of The Walt Disney Company. Business Leadership borrows from lessons taught at Stanford Business School, and is based on the experiences of executives in real U.S. companies.
Technological Literacy
In today’s interconnected digital age, digital and technological literacy are essential to academic and career success. Therefore, ICEF Vista Business & Finance Academy will emphasize and ensure that our students are technologically literate by training them, and giving them project-based work, utilizing technology like the Microsoft suite of products (Word, Excel, PowerPoint) as well as online tools like Google Groups, Google Docs, Prezzy, etc.

Subject to funding, students and teachers will have access to the top technological teaching devices such as interactive whiteboards, IPADs, mobile computer labs, etc.

Textbooks
Choosing a textbook is a collective process across the ICEF Organization, made by Cadre Leaders, Home Office Instructional Team, Directors, Instructional Specialists, and other Teacher Leaders.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials</th>
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</thead>
<tbody>
<tr>
<td><strong>English-Language Arts</strong></td>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td></td>
<td>• Classical Myths (selections)</td>
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<tr>
<td></td>
<td>• Hansberry, Lorraine. <em>Raisin in the Sun</em></td>
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<td></td>
<td>• Homer. <em>Odyssey</em> Meyers, Walter Dean. <em>145th Street (selected stories)</em></td>
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<tr>
<td></td>
<td>• Poetry Unit</td>
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<tr>
<td></td>
<td>• Shakespeare, William. <em>Romeo and Juliet</em></td>
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<td></td>
<td>• Steinbeck, John. <em>Of Mice and Men</em></td>
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<td></td>
<td><strong>Grade 10</strong></td>
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<tr>
<td></td>
<td>• Faulkner, William. “Barn Burning” and “A Rose for Emily”</td>
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<tr>
<td></td>
<td>• Marquez, Gabriel Garcia. <em>Chronicle of a Death Foretold</em></td>
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<td></td>
<td>• Poe, Edgar, Allan. <em>The Raven and Other Writings</em></td>
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<td></td>
<td>• Salinger, J.D. <em>Catcher in the Rye</em></td>
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<td></td>
<td>• Shakespeare, William. <em>Macbeth</em></td>
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<td></td>
<td>• Wilson, August. <em>Fences</em></td>
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<td></td>
<td><strong>Grade 11</strong></td>
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<td></td>
<td>• American Fiction (poetry and short story unit)</td>
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<tr>
<td></td>
<td>• <em>The Declaration of Independence</em></td>
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<tr>
<td></td>
<td>• Fitzgerald, F. Scott. <em>The Great Gatsby</em></td>
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<td></td>
<td>• Miller, Arthur. <em>Death of a Salesman</em></td>
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<td></td>
<td>• Morrison, Toni. <em>The Bluest Eye</em></td>
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<td></td>
<td>• Non-fiction and Rhetoric Readings</td>
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<td></td>
<td><strong>Grade 12</strong></td>
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<tr>
<td></td>
<td>• The Writing Portion of the SAT</td>
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<td></td>
<td>• Sophocles. <em>The Burial at Thebes</em></td>
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<td></td>
<td>• Mosely, Walter. <em>The Thief</em></td>
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<td></td>
<td>• King, Martin Luther. <em>Letter From a Birmingham Jail</em></td>
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<tr>
<td></td>
<td>• Critiquing an Argument Using the TIPP</td>
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<tr>
<td></td>
<td>• Letters to the Editor</td>
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<td></td>
<td>• Rhetoric of the OpEd Page</td>
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<td></td>
<td>• Edlund, John. “Three Ways to Persuade”</td>
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<tr>
<td></td>
<td>• Rifkin, Jeremy. “A Change of Heart About Animals”</td>
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<tr>
<td></td>
<td>• Barboza, David. “If You Pitch It, They Will Eat”</td>
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<tr>
<td></td>
<td>• Brownlee, Shannon. “It’s Portion Distortion That Makes America Fat”</td>
</tr>
<tr>
<td></td>
<td>• Appearance and Discrimination</td>
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<tr>
<td></td>
<td>• Greenhouse, Steven. “Going for the Look, but Risking Discrimination”</td>
</tr>
<tr>
<td></td>
<td>• Our Digital Future</td>
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<tr>
<td></td>
<td>• Mezrich, Ben. <em>The Accidental Billionaires</em></td>
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<tr>
<td></td>
<td>• Selected Readings from <em>Everything is an Argument</em></td>
</tr>
</tbody>
</table>
- Censorship and Free Speech
- Bradbury, Ray. *Fahrenheit 451*
- Selections from *Read, Reason, Write*
- Responsibility of Others
- Eggers, Dave. *Zeitoun*
- Hardin, Garrett. *Life Boat Ethics*
- West, Cornell. *Moral Obligations of a Democratic Society*
- Casual Arguments/Presenting a Solution: Violence in Society
- Beah, Ishamel. *A Long Way Gone: Memoirs of A Boy Soldier*
- Selected reading from *Read, Reason, Write*
- Other:
  - Ellison, Ralph. *Invisible Man*
  - Boyle, TC. *Tortilla Curtain*
  - Various exemplar texts from Appendix B of the CCSS

**Math**
- Glencoe Algebra I
- Glencoe Geometry
- Glencoe Algebra II
- *Precalculus with Limits*, Houghton Mifflin
- *Calculus and Concepts*, Thomson
- *How to Prepare for the AP Calculus Exam*, Barrons

**Science**
- *Essentials of Human Anatomy and Physiology, 9th Ed.*, Pearson
- *Biology* (CA Edition), Pearson Prentice Hall
- *Biology* (8th Edition - AP, with additional resources), Prentice Hall
- *Chemistry: Matter and Change* (CA Edition), Glencoe
- *Integrated Science* (Level Red), Glencoe
- *Conceptual Physics*, Prentice Hall
- *Environment, The Science Behind the Stories*, Pearson Education

**Social Studies/History**
- *American Government*, Holt
- *Magruder's American Government*, Prentice Hall
- *The Americans* (supplemental), McDougal Littell
- *US History – Modern America* (with additional resources), Prentice America
- *Ancient World History* (with additional resources), McDougal Littell
- *Modern World History* (with additional resources), McDougall Littell

**Spanish**
- *Paso a Paso 1*, Prentice Hall
- *Realidades 1 (with workbooks and other resources)*, Prentice Hall
- *Paso a Paso 2*, Prentice Hall
- *Realidades 2 (with workbooks and other resources)*, Pearson Prentice Hall
- *Paso a Paso 3*, Prentice Hall
- *Abriendo Paso Lectura*, Prentice Hall
- *Abriendo Paso Gramática*, Prentice Hall

**College Preparedness - A-G Requirements**
ICEF is singularly focused on preparing all its students to *succeed* in the top 100 colleges and universities in the United States.

The basis of ICEF Vista Business & Finance Academy rigorous education is the A-G Curriculum, the 15 high school courses that are required of any student who wishes to attend a four-year public college in
California. The goal of ICEF Vista Business & Finance Academy is to have all students on track to complete the A-G coursework by the end of 12th grade.

## Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>30</td>
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<tr>
<td>Foreign Language</td>
<td>30</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>20</td>
</tr>
<tr>
<td>- Personal Character and Leadership</td>
<td></td>
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<tr>
<td>- Personal Finance and Careers</td>
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<tr>
<td>- Corporate Finance and Business Planning</td>
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<tr>
<td>- Entrepreneurship and Business Management</td>
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<tr>
<td>Physical Education</td>
<td>15</td>
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<tr>
<td>Health</td>
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<tr>
<td>Additional Courses</td>
<td>30</td>
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<tr>
<td>Ethics in Business</td>
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<tr>
<td>Principals of Finance</td>
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<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Managerial Accounting</td>
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<td>TOTAL</td>
<td>250</td>
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</tbody>
</table>

## UC A-G Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
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<tr>
<td>History</td>
<td>2</td>
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<tr>
<td>Laboratory Science</td>
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<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

### a. History/Social Science – 2 YEARS REQUIRED

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

### b. English – 4 YEARS REQUIRED

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

### c. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.
d. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

e. Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

f. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED
A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

g. College Preparatory Electives – 1 YEAR REQUIRED
One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

Credit Recovery
If needed, ICEF Vista Business & Finance Academy will provide students with opportunities for Credit Recovery. Opportunities for Credit Recovery will include online programs, partnerships with other organizations, and/or extended learning sessions outside of the regular school day.

W.A.S.C. Accreditation
ICEF Vista Business & Finance Academy will obtain and maintain WASC accreditation throughout the term of the charter. Application for WASC accreditation will begin during the spring of Year 3, in order to utilize current CAHSEE data in the school plan.

Transferability of Courses
All ICEF core courses are modeled on the ICEF curriculum currently used in all ICEF schools. The curriculum has been A-G approved at all eligible ICEF schools. ICEF Vista Business & Finance Academy core courses, which consist of English Language Arts, Social Science, Mathematics, and Science, Foreign Language, and Visual Arts will meet the UC/CSU requirements for admission, and will transfer to other high schools accordingly. These courses will be approved annually by UC Doorways. In addition, Advanced Placement (AP) courses will also be approved by the college board annually. The following notice is written on the graduation requirement chart given to students and parents “Transferability of Courses to other Public Schools: Any other public school including, but not limited to charter schools, to which a student transfers must accept instructional credit granted by any school in ICEF Public Schools at full value. However, credit may not be granted for the same course twice, unless so indicated in the Guidelines for Instruction for that school district. While California has a set of 13 minimum course requirements for high school graduation, each local school district in California may add its own requirements. Therefore, it is very important that students entering a new California school district contact the new high school as soon as possible to have their progress toward fulfilling the graduation requirements of the new
district reviewed. The local school district officials can evaluate the transcripts and advise you on when your child can graduate. School contact information can be located through the CDE California School Directory.” This statement is provided in Spanish for parents with limited English. Other translations are available upon request.

Transfer Students:
Students that transfer will meet with college counselors to determine individual student needs, develop academic plan and inform students about college entrance requirements.

**Academic Calendar and Schedules**
IVB&FA exceeds the State requirements for the number of instructional days and minutes. Students grades 9-12 will receive 185 instructional days, which will include 147 regular school days and 38 minimum days. Regular days provide 390 minutes of instruction for a total of 57,330 minutes per school year. Minimum days provide 275 minutes of instruction for a total of 10,450 minutes per school year. In total, students will receive 67,780 minutes of instruction per school year.
### Regular Bell Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday A/B</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:05</td>
<td>7:30 – 8:05</td>
<td>7:30 – 8:05</td>
<td>7:30 – 8:05</td>
<td>7:30 – 8:05</td>
</tr>
<tr>
<td>8:10 – 9:40</td>
<td>Per 0</td>
<td>Per 0</td>
<td>Per 0</td>
<td>Per 0</td>
</tr>
<tr>
<td>9:45 – 11:15</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3/4</td>
<td>Per 3</td>
</tr>
<tr>
<td>11:15 – 11:45</td>
<td>Lunch A/</td>
<td>Lunch A/</td>
<td>Lunch A/</td>
<td>Lunch A/</td>
</tr>
<tr>
<td></td>
<td>Advisor y A</td>
<td>Advisor y A</td>
<td>Advisor y A</td>
<td>Advisor y A</td>
</tr>
<tr>
<td>11:50 – 12:20</td>
<td>Advisor y B/</td>
<td>Advisor y B/</td>
<td>Advisor y B/</td>
<td>Advisor y B/</td>
</tr>
<tr>
<td></td>
<td>Lunch B</td>
<td>Lunch B</td>
<td>Lunch B</td>
<td>Lunch B</td>
</tr>
<tr>
<td>12:25 – 1:55</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5/6</td>
<td>Per 5</td>
</tr>
<tr>
<td>2:00 – 3:30</td>
<td>Per 7</td>
<td>Per 8</td>
<td>Per 7/8</td>
<td>Per 7</td>
</tr>
<tr>
<td>3:35 - 4:35</td>
<td>Per 9</td>
<td>Per 9</td>
<td>Per 9</td>
<td>Per 9</td>
</tr>
</tbody>
</table>

*Please note: Period 0 and 9 courses are designed for intervention, athletics, and some extra-curricular offerings and are not included in the instructional minute calculation below.*

### Early Dismissal Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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</thead>
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<tr>
<td>8:10 – 9:10</td>
<td>Per 1/2</td>
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<tr>
<td>9:15 – 10:15</td>
<td>Per 3/4</td>
</tr>
<tr>
<td>10:15 – 10:35</td>
<td>Nutrition</td>
</tr>
<tr>
<td>10:40 -11:40</td>
<td>Per 5/6</td>
</tr>
<tr>
<td>11:45 – 12:45</td>
<td>Per 7/8</td>
</tr>
<tr>
<td>12:45 Dismissal</td>
<td>Lunch</td>
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### INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

<table>
<thead>
<tr>
<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 Days</th>
<th>Number of Instr. Minutes Per Early Day</th>
<th>Number of Minu.m 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>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Yes</td>
<td>147</td>
<td>390</td>
<td>38</td>
<td>275</td>
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<td>67780</td>
<td>2980</td>
<td></td>
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<tr>
<td>10</td>
<td>Yes</td>
<td>147</td>
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<td>275</td>
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</table>
PROFESSIONAL DEVELOPMENT

Teacher Recruitment
IVB&FA involves all stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students’ lives. ICEF has identified teacher recruitment as an organizational priority and has developed a full human resources department in the Home Office to help reach our recruiting goals.

The key factors of success in recruiting are:
- Dedicated Human Resources Staff in the home office
- Centralizing all of the processing of new employees in the home office
- Good Internal Communication between the home office and school sites
- Casting a wide net for candidates using traditional and innovative outreach strategies
- Responsiveness to Candidates – timely return of calls and clear explanation of next steps to prospective candidates
- Rigorous evaluation and selection process

The Human Resources Department works with the Communications Department to raise awareness about ICEF public charter schools as early as November. Most of the hiring is done from March – June. They employ a broad range of outreach tactics, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates will ultimately result in a higher quality of teachers hired. Primary outreach strategies include:
- Information sessions at colleges and graduate schools
- Partnerships with Teach for America, R.I.S.E. and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig’s List, Edjoin.org and Teacher-teachers.org
- Utilize the network of colleagues from our existing teaching staff

Application and Selection Process
1. Candidate submits a resume and an application
2. The recruitment team reviews the documents submitted including a credential check.
3. If a candidate is qualified, a brief phone interview is conducted
4. Candidates who pass the phone screen are invited to an interview feedback session.
5. Candidates who pass the interview/feedback session are then invited to teach a sample lesson. Parents and students are an integral part of this step in the process.
6. The final step in the process is a reference check.
7. Ultimately the school director decides to extend a job offer to a candidate.

Characteristics of a Strong Teacher Prospect
Teacher candidates should demonstrate most of the following characteristics in their written application, phone interview, and formal interview or during the sample lesson plan:
- Preferably at least two years of teaching experience
- Clear credential or enrolled in a teacher intern program
- Urban teaching experience
- Commitment to teaching in underserved areas
- Demonstrated use of data-driven instruction
- Demonstrated passion for closing the achievement gap
- Openness to feed-back
- Demonstrates a desire for personal and professional growth
- Strong connection with students
- Commitment to a rigorous education
- Strong execution of the sample lesson plan.

**Professional Development Plan**

ICEF Vista Business & Finance Academy will implement a comprehensive model of continuous school improvement that includes staff professional development as well as personalized coaching to help teachers meet the needs of all students, as well as develop teachers’ own professional learning plans.

Each year, prior to the opening of school, ICEF teachers across all school sites participate in a summer Professional Development Institute hosted by the Home Office Instructional Team that addresses a variety of instructional topics. During the year, ICEF teachers meet monthly in grade-level or content areas Cadres to share best practices and participate in a Professional Learning Community. Additionally, teachers participate in ICEF-wide Professional Development during three Pupil Free Professional Development Days.

The ICEF-wide Professional Development is in addition to the site specific Professional Development, which takes place every Wednesday on early release days. These early release days allow schools to focus Professional Development workshops on themes and topics specific to learning needs of each school site. Because ICEF Vista Business & Finance Academy is a new school with a specialized focus, teachers will have additional Professional Development Days during the summer to help develop an understanding of the

ICEF Vista Business & Finance Academy has identified the following topics for professional development:

- All teachers will receive professional development on the NAF curriculum.
- All teachers will receive professional development on how to incorporate the business and finance curriculum from NAF into core and elective classes.
- Teachers will deconstruct and understand the Common Core Standards, Webb’s Depths of Complexity, as well as the Revised Bloom’s Taxonomy to create rigorous and relevant units of study.
- Teachers will deconstruct the Common Core Standards create specific measureable learning targets aligned to each College and Career Anchor Standard.
- Teachers will establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc…) and then communicate the criteria to students prior to giving the assessment.
- Teachers will understand the Teacher Effectiveness Framework and how to implement effective instructional techniques that have a positive effect on student achievement, including how to differentiate strategies to meet the needs of students with special needs, English Learners and high-achieving students.

In addition to the formalized professional development objectives outlined in this charter petition, teachers will be encouraged to share with the staff and the charter school director the areas where they feel a need for more support and professional development. Peer support teams, and informal and or formal interdisciplinary teams will promote the school as a place for professional and personal growth for every staff member, as well as a place for learning for every student. The school site Principal and
Instructional Leadership Team will plan and implement Professional Development with the support from the Home Office Instructional Team.

In addition to the above-mentioned professional development time, teachers will receive supplemental Professional Development in the following ways:

- **Departmental Meetings:** Teachers who teach common subject areas will work together as a Professional Learning Community to plan lessons that meet the CA CCSS, review formative assessments and determine implications for instruction, problem-solve, and conduct action research on current school issues.
- **School Wide Faculty Meeting:** Once a month, the faculty will meet with the Director to discuss current school-wide issues, including instruction, school-wide behavior, progress towards the school mission, operational items, and community engagement.
- **One-to-One Coaching:** New teachers and teachers in need of improvement, will receive weekly coaching from the ICEF Home Office Literacy or Math Coach. The Literacy or Math Coach will conduct classroom observations and provide feedback to support teacher development and help meet students’ needs. Coaching sessions include one-to-one coaching conversations, collaborative planning, model lessons, and shared observations of best practices in other classrooms.

### FIRST-YEAR CALENDAR OF PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>Approximate Hours</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision and Mission of IVB&amp;FA</td>
<td>4</td>
<td>Summer Prior to School Opening</td>
</tr>
<tr>
<td>National Academy Foundation (NAF) Framework</td>
<td>16</td>
<td>Summer Prior to School Opening and On-going</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>6</td>
<td>Summer Prior to School Opening and On-going</td>
</tr>
<tr>
<td>S.D.A.I.E. Training and Utilizing the ELD and CCSS ELA Framework (2014)</td>
<td>16</td>
<td>Summer Prior to School Opening and On-going</td>
</tr>
<tr>
<td>Creating Units and Learning Targets aligned to the Common Core State Standards</td>
<td>20</td>
<td>Summer Prior to School Opening and On-going</td>
</tr>
<tr>
<td>Understanding the Teacher Effectiveness Framework and How it Relates IVB&amp;FA Focus and CCSS</td>
<td>30</td>
<td>Summer Prior to School Opening and On-going</td>
</tr>
<tr>
<td>Understanding Special Education and Targeting Students’ Needs</td>
<td>16</td>
<td>On-going, during weekly Early Release Days, Departmental Team meetings and ICEF-Wide Professional Development Days</td>
</tr>
<tr>
<td>Analyzing Student Achievement Data in Collaborative Data Talks</td>
<td>30</td>
<td>On-going, during weekly Early Release Days, Departmental Team meetings and ICEF-Wide Professional Development Days</td>
</tr>
<tr>
<td>Content-Specific Pedagogy</td>
<td>30</td>
<td>Weekly Departmental Team Meetings</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>168 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

All teachers receive a minimum of 150 hours of professional development a year. As a new school, teachers at ICEF Vista Business & Finance Academy will receive at minimum 168 hours of Professional Development during its first year in operation.
Administrators also receive comprehensive professional development in a number of ways:

- **Coaching** – The Vice-President of Instruction and Vice-President of Schools provide individualized coaching for each School Director (Principal) weekly or bi-weekly. These coaching sessions are focused on the instructional leadership.

- **Monthly Meetings** – Directors (Principals) and Assistant Principals participate in a monthly Professional Development held by the Home Office Instructional Team. These sessions include workshops on instructional leadership, data analysis, teacher effectiveness and implementation of the Common Core State Standards.

- **Instructional Rounds** – During monthly Directors’ meetings or at other points during the year, Directors participate in classroom walkthroughs with other Director colleagues. Instructional Rounds consist of focused classroom observations to share best practices and ensure alignment on classroom observation evidence collection and ratings utilizing the Teacher Effectiveness Framework.

- **Leadership Retreat** – During the summer, all School Directors and Leadership Teams participate in a 2 day retreat to reflect, evaluate progress, analyze data, share best practices and create action plans for the upcoming year.

**MEETING THE NEEDS OF ALL STUDENTS**

**Summer Bridge Program**
In order to ensure that incoming students are prepared for the demands of high school, ICEF Vista Business & Finance Academy will host a Summer Bridge program for all incoming students. Summer Bridge is a multi-week summer program that acclimates students to the ICEF Vista B&F Culture, introduces them to the rigor and expectations of high school, explains the pathway to college and provides intervention, as needed. During Summer Bridge, students will take Diagnostic Placement exams in Reading and Math so that teachers can adequately plan instruction and students can create individualized academic goals for the year.

**Meeting the Needs of EL Students**
ICEF Vista Business & Finance Academy will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. ICEF Vista Business & Finance Academy will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. ICEF Vista Business & Finance Academy will offer an English Learner program that is based upon sound educational theory, adequately supported by budgeted resources and periodically evaluated and revised as necessary to increase opportunities for success.

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

**Home Language Survey**
ICEF Vista Business & Finance Academy will administer the home language survey upon a student’s initial enrollment into school.
CELDT Testing
All students who indicate that their home language is anything other than English will take the California English Language Development Test (“CELDT”) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. ICEF Vista Business & Finance Academy will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Process for Program Evaluation
Annually the instructional team will evaluate the program to insure its effectiveness. They will make recommendations for any changes, modifications or alterations to the program.

Reclassification Procedures
Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including but not limited to the CELDT,
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the School’s reclassification procedure including seeking their opinion and consultation during the reclassification process,
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English, and
- The Student Oral Language Observation Matrix is used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention
ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support.

This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

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1 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 from their prior school of enrollment.
• Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom
• Literacy-rich school environments where students are immersed in a variety of language experiences
• Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework
• Coursework that prepares ELLs for postsecondary education, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources)
• Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts
• Ongoing assessment and feedback to guide learning

IVB&FA’s goal is to ensure an instructional program that enables all EL students, including long-term English Learners, to attain proficiency in English and high achievement in all academic areas. All teachers of EL students will utilize the state adopted ELD standard in conjunction with the use of SDAIE (Specially Designed Academic Instruction in English) strategies throughout instruction.

Teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques which will be the primary strategy to meet the needs of English Learners. The instructional design model used by ICEF Vista Business & Finance Academy will place a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of other instructional strategies to be used specifically with English Learners. These strategies will include, but not be limited to the following techniques:

• **Total Physical Response (TPR).** Developed by James J. Asher, TPR is a language learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" ICEF Vista Business & Finance Academy incorporates TPR under the larger umbrella of Active Participation Strategies and requires its daily use throughout all lessons, particularly those involving direct instruction. Not only is it an effective strategy for language development, but it provides teachers with an informal assessment of how well each and every student is understanding the lesson.

• **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit
from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits". ICEF Vista Business & Finance Academy recognizes that there is a distinct difference between group work and cooperative learning. Through the Understanding by Design process, teachers work collaboratively to plan units with structure cooperative learning activities embedded in each and every unit.

**Language Experience Approach** (also known as Dictated Stories). ICEF Vista Business & Finance Academy believes that it is important to draw on a student’s strengths in order to advance learning. Additionally, relevant curriculum accelerates student knowledge construction. This approach draws on both of those beliefs by using students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

**Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. Scaffolding is accomplished vertically and horizontally. Vertically, a teacher scaffolds academic language skills throughout an individual daily lesson, an academic unit, and the entire school year. Horizontally, a teacher scaffolds academic language skills across the multiple disciplines in the classroom. In this way, EL instruction is not just isolated to an English lesson, but scaffolded across history, math, science, and the arts. Academic Language Scaffolding includes a focus how to best target EL students in the CCSS areas of Listening and Speaking.

**Native Language Support.** Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student’s language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience". In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures". ICEF Vista Business & Finance Academy will accomplish this primarily through the use of native language speaking teaching assistants who will co-teach lessons, target support for EL students, and provide intervention and tutoring to individuals and small groups.
Meeting the Needs of Gifted and Talented Students and Students Achieving Above Grade Level
ICEF Vista Business & Finance Academy believes that all children are entitled to a curriculum that offers the best of what we know about education that is normally reserved for children identified as high achievers. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, will be provided with many opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills.

Students may be identified as high achievers in grades 9-12. Students who are identified as high achieving may be clustered in academic peer groups in each class with flexible academic groupings and specialized programs used as needed. Annually the instructional team will evaluate the program to insure its effectiveness. They will make recommendations for any changes, modifications or alterations to the program.

Intended Goals and Outcomes for High Achieving Students at IVB&FA
At IVB&FA, all teachers will participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and will be responsible for meeting these students’ needs.

High Achieving students at IVB&FA will receive differentiated instruction during language arts and mathematics including use of differentiated materials addressing algebraic and logic instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers will regroup or cluster students for instruction. Teachers will plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.

High Achieving students at IVB&FA will study the same core curriculum as their peers in social studies, science, music and art; however, these students will have opportunities to study topics in detail, and will be required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers will continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

High Achieving Students Assessment and Evaluation
1. Teachers will continually assess program design and progress at grade level meetings; and make reports to parents and members of the Instructional Leadership Teams.
2. Students will keep portfolios and participate in self-assessments, demonstrating achievement of curricular standards appropriate to a higher-grade level.
3. Students will make presentations to parents and the community.
4. Teachers will analyze student work, including performance on projects, portfolios, curriculum-based assessments and work-related job experiences to determine students’ progress.

Strategies to Improve the Performance of High Achieving Students
1. Teachers will use Webb’s Depths of Complexity, along with the revised Bloom’s Taxonomy to engage students’ higher order thinking skills as it pertains to rigor and relevance.
2. Students will have opportunities to complete additional or alternative assignments or projects from a menu of extension activities.
3. When appropriate, as evidenced by students’ early mastery of course content, students may be available for course advancement through independent study and/or online learning programs.
4. High-achieving students will have the opportunity to manage a student-run on-campus business to apply the entrepreneurial skills acquired through the ICEF Vista Business and Finance course sequence.

Meeting the Needs of Students Below Grade Level
At ICEF Vista Business & Finance Academy low-achieving students will be identified as students who achieve at the lowest quartile on the reading diagnostic assessment, internal assessments, the Cal MAPP assessments, are below or far below basic on our grading rubric, or who are not demonstrating academic and developmental success in the classroom. Throughout the year, teachers will use the Illuminate Data Management program to review and analyze student performance on formative and summative assessments. Teachers will participate in Departmental Data Talks to monitor students’ progress and determine additional areas of support for struggling students.

At the beginning of the school year, teachers will administer Diagnostic Exams and review data from the previous year to maximize learning opportunities for struggling students. Teachers will identify those students in their classes and their particular needs and provide them with additional classroom support. Since small-group instruction is an expectation the ICEF Instructional Model, teachers will regularly meet with students in flexible groups to provide strategic instruction that meets their needs. Instruction in flexible groups will include technology-based learning utilizing specific programs, as needed.

At the end of the sixth week of school, students will receive progress reports detailing their performance in core curricular areas. Parents of students who are not earning demonstrating grade-level skills will be contacted by the teachers, Instructional Leadership Team, and/or College Counselor.

Students achieving below grade level in more than one area may be referred for a Student Success Team (“SST”) meeting as part of the Response to Intervention (RTI) plan. A student can be referred for an SST by a parent, or a faculty or staff member. Once referred, the campus SST coordinator will contact the parent and meet with the teacher to gather background information, as well as observe the student in class. Once the data has been gathered, a team consisting of the parent, teacher, SST Coordinator and student will meet to discuss appropriate interventions and accommodations for the student. Interventions may include additional tutoring or the implementation classroom accommodations. The team will then reconvene periodically throughout the year to monitor student progress and modify the plan as needed. At the end of the second grading period, parents will be notified if their child has not made sufficient progress towards meeting the standards for promotion. They will be informed at another SST meeting which standards their child is still not meeting at grade level.

In addition to the regular ICEF Instructional Model of small-group instruction, paraprofessionals will also provide academic support and reinforcement to struggling students through an after-school tutoring program. The on-site after-school program will work collaboratively with the teaching staff at ICEF Vista Business & Finance Academy to make the after-school program an extension of the learning during the school day.

Identifying Students Performing Below Grade Level
ICEF Vista Business & Finance Academy will screen the following data to identify at-risk students:

1. Students scoring in the lowest quartile on the internal Diagnostic, Reading Inventory or Benchmark exam.
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
3. Students scoring at below basic or far below basic on the California Standards Test
4. EL students who do not advance a performance level over the course of a year based on CELDT data and internal curricular ELD assessments.
5. When available, students who are scoring in the lowest quartile in the Cal MAPP assessments, including the Smarter Balanced Assessment Consortium.

**Intended Goals and Outcomes of Students Performing Below Grade Level**

1. ICEF Vista Business & Finance Academy works to raise the proficiency of low-performing students by increasing their Reading Lexile level and helping students meet academic targets in all content areas.
2. All students performing below grade-level are referred to attend the after-school program which will provide small group tutoring to students in the core content areas and additional educational support.

**Strategies to Improve the Performance of Below Grade-Level Students**

1. Student will participate in a Summer Bridge Program to complete Diagnostic Exams and receive intervention, as needed.
2. By the end of the sixth week of school, all parents of students at ICEF Vista Business & Finance Academy, identified as low achieving, have been informed of their child’s academic standing.
3. At Back to School Night during Parent Information meetings, parents are given specific suggestions as to how to help their child at home.
4. The classroom instructional model will include flexible groupings within the core content class to access online intervention programs through the Blended Learning Model, participate in peer tutoring, or take part in small group individualized instruction.
5. A list of available tutoring, library and enrichment resources will be made available for parents of all students.
6. Staff development sessions are devoted to differentiated instruction including how to meet both the needs of low achieving students and gifted students.
7. In the classroom, paraprofessionals and volunteers provide individualized assistance as directed by the teacher.
8. Preparation and follow-up activities such as field trips, guest speakers and assemblies focus on language development and conceptual understanding of material presented and/or experiences shared.
9. Directors will participate in regular Data Analysis meetings with the V.P. of Instruction and/or the V.P of Schools to discuss student progress, track services and monitor the Response to Intervention (RTI) program.
10. Students will be provided with opportunities for credit recovery, as needed

**Credit Recovery**

If needed, ICEF Vista Business & Finance Academy will provide students with opportunities for Credit Recovery. Opportunities for Credit Recovery will include online programs, partnerships with other organizations, and/or extended learning sessions outside of the regular school day.

**Meeting the Needs of Socio-Economically Disadvantage Students**

The majority of students at ICEF Vista Business & Finance Academy will be students of socio-economically disadvantaged status. The ICEF instructional model and strategies outlined in this petition are designed to maximize opportunities for socio-economically disadvantaged students.

Students who come from families of a socio-economically disadvantaged status are held to the same learning standards of all students and receive the same education as any ICEF Vista Business & Finance
Academy student. ICEF Vista Business & Finance Academy does not practice social promotion. Student readiness is assessed individually. Should a student demonstrate a low level of grade level readiness, the Student Success Team will convene to develop a plan of success for that student. The Student Success Team (SST) is a component of the Response to Intervention (RTI) plan to provide assistance in the general education classroom to students with special needs at described above. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom. The SST assists students by providing modifications and alternatives to meet student’s needs in the least restrictive environment. Annually the instructional team will evaluate the program to insure its effectiveness. They will make recommendations for any changes, modifications or alterations to the program.

**Meeting the Needs of Students with Disabilities**
The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

*The Charter School will be its own local educational agency ("LEA") for purposes of special education, and is a member in good standing of the Los Angeles County Charter ("LACC") Special Education Local Plan Area ("SELPA") in conformity with the Education Code Section 47641(a). In the event ICEF Public Schools seeks membership with a different state approved SELPA, the Charter School will provide notice to LACOE and the LACC SELPA before June 30th of the year prior to the year in which new membership is to commence. The Charter School shall comply with all SELPA policies and procedures; and shall utilize appropriate SELPA forms.*

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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 limitations in providing necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, ICEF Public Schools will execute a Memorandum of Understanding ("MOU") by and between LAUSD and ICEF Public Schools 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 Education 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the
LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a 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.

**Compliance with Child Find Activities for Conversion Schools**

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools chartered by 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 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 measurable 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

Inner City Educational Foundation (ICEF) Public Schools are public charter schools, serving students from all socio-economic status and students with special needs. Our mission is that all students will attend and compete in the top colleges and universities in the nation. To attain this goal all of our
students, including our students with special needs are participate in grade level core curriculum with their non-disable peers.

The objective of the special education program at ICEF Public Schools is:

a) Promote integration of students with and without disabilities
b) Promote attainment of success in core grade level curriculum and standards
c) Promote self-advocacy and self-determination program to support students’ inter/intra-personal skills
d) Provide intensive support to help students maintain adequate achievement in academic skills
e) Encourage students to participate in extra-curriculum such as arts and athletic programs
f) Offer optimal exposure to technological skills, critical for success in the 21st century education and work place

Consistently over the past 14 years, approximately 10% of ICEF Public Schools student population currently receives Special Education and related services. Upon thorough analysis of both past and present IEP reports and reviews, it is clear that Special Education students are demonstrating measurable growth. This growth is evidenced by both the California Standardized Tests and the California Modified Assessments data. Progress on their individual goals and benchmarks continue to be carefully monitored through formal and informal assessments aligned with the California Common Core Standards and IEP process.

ICEF Public Schools believes students with disabilities benefit educationally, socially, and emotionally from the opportunity to receive designated instructional and related services consistent with the students’ IEP in the least restrictive environment with an inclusive model. Students with disabilities are fully included within the general education classroom with supports, services, accommodations, and modification. If, in the event it is determined by the IEP team that the most appropriate and least restrictive environment for the student is a setting other than full inclusion within the general education classroom, ICEF Public Schools would collaborate with the Los Angeles County Charter SELPA/Los Angeles Unified School District to find an appropriate placement.

**Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may also refer their child for assessment for special education services. Teachers, other Charter School personnel, and community members may also refer a child for an assessment. Within fifteen calendar days of receipt of a referral for assessment, the parent will receive a written response from the Charter School.

The parent must consent to the Permission to Assess by signing the document before the assessment can take place. ICEF Public Schools has sixty days (not counting school vacations of five days or greater) from the receipt of the parent’ sign Permission to Assess and hold an IEP meeting.

**Student Success Team**

When students are struggling, prior to students being assessed a Student Success Team (SST) is created to support the student. A designated team on site will meet quarterly to discuss the needs of students who are “At Risk of Failing” to monitor the process and effectiveness of Response to Intervention (RTI). (RTI; Bradley, Danielson, and Doolittle 2007). The purpose of the SST is to discuss issues and concerns related to a student’s performance, identify intervention strategies which may help students become successful and monitor their progress. The team may suggest regular program interventions and/or
support services available to all students. The SST referral process serves as a resource and first step before referring a student for formal assessment and possible eligibility of special education service. The SST consists of all or some of the follow individuals; the students’ teacher, parent, Resource Specialist, SST Coordinator, school director, or designee. An ICEF teacher, staff member, or the parent of an ICEF student can refer a student for an SST.

An SST uses a positive, collaborative, systematic problem solving approach to assist students with concerns which are impeding student success. The SST clarifies challenges and concerns; develops strategies; provides a system of accountability; and services to assist and counsel the parent, teacher, and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and student who have experienced emotional trauma, behavioral issues, and language issues.

After implementation of the SST plan and quarterly follow up, if the challenges continue, revisions to the plan may be discussed or a referral for a special education or Section 504 assessment might be deemed necessary by the SST.

To meet the diverse learning needs of its students, ICEF Public Schools offers a range of intervention strategies available to all students in need of intervention through the Response to Intervention Model.

**Tier I Intervention – Educational Program**
All teachers provide standards based instruction on a daily basis, all student work aligns to standards and all student are able to articulate and reflect on what they have learned and why. Students understand their academic progress and growth goals based on anecdotal records and assessment data. All students performing below grade level may receive one or more strategic interventions. These interventions may include but are not limited to weekly parent communication, peer tutoring, additional small group instruction, flexible grouping, and differentiated instruction.

**Tier II Intervention – Strategic Intervention**
All students who are below grade level will receive strategic intervention within the instructional day to target additional practice and re-teaching experiences and skill development. Teachers will provide small group instruction to these students on focused and specific skills challenges. Ongoing benchmark and progress monitoring will be used to modify Tier I and interventions and instruction time. Students receiving Tier II interventions may also be referred to the Student Success Team.

**Tier III Intervention – Intensive Intervention**
All students who are below grade level and are not making adequate progress with Tier II interventions, receive intensive intervention from small group instruction. Intensive intervention allows students to receive one-to-one instruction on single skill challenges. Explicit instruction is focused on single skill development until the students is prepared to move forward. The following intensive interventions are used to further student academic achievement:

- Paraprofessionals in addition to the teacher are used to provide small group and one-to-one instruction
- Student Success Team meeting is held to evaluate student achievement and progress towards goals and to assess the need for special education assessment and services
- Weekly afterschool tutoring sessions and Saturday School participation
Special Education at a Glance

Students who qualify for special education will receive support in accordance as stated in their Individualized Educational Programs. A review of the IEP will be implemented annually, tri-annually and during emergency cases as required by Individuals with Disability Educational Act (IDEA). Students served under the special education umbrella, including those with moderate to severe disabilities will be provided a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Through multi-tier and continuum of services, our students will be placed in the environment that will be most beneficial for them both academically and socially. In providing FAPE in the LRE students will continually be monitored for progress where the IEP team will determine if a student can be placed in a less restrictive environment. Additionally, transitional IEP meetings will take place to ensure students are prepared for the transition to the next school level (i.e. elementary to middle etc.). During these meetings, parents will be encouraged to ask any and all questions they have to fully support the transition their students making or information offered in the IEP services. The Educational Specialist will work with school counselors to promote self-advocacy and high self-esteem through implementation of peer mentoring and social skills programs.

ICEF Public Schools will implement various Designated Instructional Services (DIS) services, such as Speech and Language Services, Occupational Therapy, Physical Therapy, Adaptive P.E., Deaf and Hard of Hearing Services, Behavior Intervention, Counseling and extended school year services to all students who meet eligibility requirements as stated by law. These services will be provided in a manner appropriate to each individual’s needs as specified in the IEP.

Consistent monitoring of student progress will take place using formal and informal assessment tools. Formally, student achievement is monitored through the IEP meetings, goal completion, and administration of Kaufman Test of Educational Achievement-II, (KTEA II) and CST and or CMA results. Informally, student achievement is monitored through informal assessments (teacher created assessments, student work samples, anecdotal records, teacher observation data, student portfolios, curriculum based assessments), ongoing use of Illuminate and PowerSchool (a school based information system that parents and teachers and administrators use to monitor grades, attendance and daily progress), parent interviews, and ongoing teacher collaboration. Evaluation of Special Education services will be conducted by a licensed or credentialed school Psychologist for initial IEP meetings, for triennial IEP meetings, and at parent request.

The special education program will implement processes utilizing the authorized district’s Special Education Policies and Procedures Manual. As mandated by IDEA, and IDEIA (updated in 2004) our IEP process will effectively provide or ensure that our IEP teams include the following participants: parents, student (if appropriate ), school site administrator or designee, educational specialist, DIS providers (if applicable), School Psychologist, Counselor, Speech and Language Therapist, Behaviorist, Occupational Therapist and general education teachers. To implement the IEP process effectively at our school we will recruit and hire highly qualified and credentialed special education staff, including but not limited to: educational specialists, intervention specialists and DIS service providers. ICEF Public Schools ensures all special education staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meets all legal requirements.

ICEF Public Schools shall provide planned staff development activities and participate in available appropriate SELPA or LACOE trainings to support access by students with disabilities. Ongoing professional development in the area of the IEP process, IDEA, instructional strategies, differentiation, behavior management, co-teaching, co-planning and collaboration with general education faculty, accommodations and modifications and updated compliance information will be implemented to promote effective best practices. Throughout the year, general education teachers will receive at least 16 hours of
professional development in the area of special education. Educational Specialists will receive at least 30 hours of special education professional development throughout the year.

The special education and general education teachers are expected to effectively collaborate with one another to promote student achievement and ensure proper implementation of the students’ IEP. Additionally, the team ensures ongoing communication with parents through parent meetings and progress reports. The school commits to inform parents of student’s educational rights and to enlisting parents as fundamental partners in students’ education.

Section 504
ICEF Public School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the American Disabilities Act and the Individuals with Disabilities Improvement Education Act (IDEIA). ICEF Public Schools has specific responsibilities related to the provision of a “free appropriate public education” (FAPE) to school age individuals with disabilities under Section 504 and the Individuals with Disabilities Education Act (IDEA).

As a part of the “child find” process, all ICEF parents will be provided information regarding their rights under section 504 of the Rehabilitation act on an annual basis.

To be covered under Section 504, a student must be qualified and be determined to be an individual with a mental or physical impairment that substantially limits one or more major life activities.

- **Mental and Physical Impairments, 34 CFR’ 104.3(j)(i)** – Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hemic, lymphatic, skin and endocrine OR any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

- **Substantial Limitation, 29CFR’ 1630.2(j)(2)** - Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform the same major life activity. [Note: **Significantly may be replaced with to a large extent; considerably; greatly; noticeably.**]

- **Major Life Activities 34 CFR ‘ 104.3(j)(2)(ii)** - amended by the ADAAA of 2008 “Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The ADAAA added: reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating and the operation of a major bodily function such as the immune system, normal cell growth, digestive, bowel, bladder functions.

Individuals may request a Section 504 evaluation for a student by contacting the school in writing or making an oral request. If the request is made orally by an individual who is unable to submit a written request, the administrator/Section 504 designee shall assist in completion of the appropriate form or in preparation of a written request. The parents will be advised again of their rights which will be attached to their copy of the written request.
A Coordination of Services Team meeting will ensue in order to review the individual needs of the student and the concerns or the person making the referral. A parent or school personnel can make a referral for a 504 evaluation.

A 504 Team meeting will ensue consisting of the parent, student (if appropriate), the 504 Coordinator/designee, a general education teacher, counselor (if appropriate), special education teacher (if appropriate), school nurse (if appropriate) and any appropriate support person.

To ensure Free and Appropriate Public Education, a formal 504 plan will be developed by the team, shared with the student’s instructors and implemented as determined necessary for the student to adequately access the general education curriculum. Each student’s needs are determined individually. Determination of what is appropriate for each student is based on the nature of the disability and what is needed to provide equal opportunity to access opportunities when compared to the non-disabled.

All 504 Team participants will have a copy of the student’s 504 Plan. A copy shall be maintained in the student file. The plan will be reviewed to determine if changes are necessary, at least annually or as decided by the team as appropriate.

**Individualized College Counseling**

The ICEF Vista Business & Finance Academy will comply with all applicable school accountability requirements as required by State, Local and Federal laws.

ICEF Vista Business & Finance Academy will have individualized college counseling for its students.

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<tr>
<th>Grade</th>
<th>General Goals of College Counseling Department</th>
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| 9th Grade | • Advise students on A-G and Graduation Requirements  
  • Advise students on the College Admissions Process, including how to prepare immediately  
  • Arrange for colleges to present information about their undergraduate programs  
  • Advise students to maintain their GPA relative to minimum SAT test score requirements |
| 10th Grade | • Advise students on the test dates, descriptive questionnaires, registration fees, and fee waivers for the PSAT (Preliminary Scholastic Assessment Test).  
  • Review with students and parents each student’s class schedule to make sure the student is taking the college preparatory courses required for admission to selective universities.  
  • Arrange for visits to local colleges and universities to expose students to college life and college requirements.  
  • Arrange for college admissions officers to come to ICEF Vista Business & Finance Academy.  
  • Advise students to maintain their GPA relative to minimum SAT test score requirements. |
| 11th Grade | • Advise students on the SAT Subject Exams in World History, Foreign Language, Biology, etc.  
  • Advise students on how to start a personal file or portfolio of their accomplishments and extra-curricular activities.  
  • Advise students to take the PSAT.  
  • Continue to review class schedules to ensure the A-G track.  
  • Arrange for students to attend college fairs and presentations by representatives of colleges and universities.  
  • Help students obtain applications for undergraduate admission and financial aid, catalogues and bulletins.  
  • Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.)  
  • Arrange for students to take SAT and ACT test prep classes. |
| 12th Grade | • Review class schedule with students and parents to make sure the student has taken or is taking college preparatory courses required for admission to the colleges or universities of choice.  
  • Advise students on grade point average.  
  • Make information about scholarships available to students.  
  • Advise students on the upkeep of their personal file (transcripts, test scores, letters of recommendation, personal essays, student aid applications.)  
  • Have student practice filling out application and scholarship forms. |
“A TYPICAL DAY” IN ICEF VISTA BUSINESS AND FINANCE HIGH SCHOOL

As one enters ICEF Vista Business & Finance Academy, one will encounter an exciting student-centered learning environment. Students are actively engaged in the lesson before them, and teachers are engaged in the process of teaching students. The atmosphere will be one where learning is prized, excellence demanded, and performance rewarded.

ICEF Vista Business & Finance Academy will employ a variety of teaching methods across the curriculum, such as Applied Finance, Business Economics, Entrepreneurship and Ethics in Business. Teachers will express clear learning goals in writing, visually posted in the classroom and verbally to both students and parents. Teachers will create a classroom with a balance of interactive settings. Individualized learning may include guided practice, individual practice or one-on-one instruction. ICEF Vista Business & Finance Academy teachers will also change the student composition in the small groups to give students an opportunity to learn from one another. A visitor will see that in all of these classroom settings students remain engaged and teachers are skilled at managing the classroom.

Teachers will be seen effectively scaffolding lessons to engage students in higher order thinking. A visitor to the school will see that teachers are comfortable leading students to think critically. Teachers will engage students using real life concepts that are relative to their life experience and build upon students’ prior knowledge.

Outside of the classroom teachers will meet weekly in grade level teams to assist each other in developing lesson plans that effectively keep students on target to meet learning goals and work collaboratively to plan thematic units. A visitor to ICEF Vista Business & Finance Academy will see teachers using the Common Core Standards to guide lesson. Teachers will use multiple forms of assessment to inform and guide their instruction. These assessments will include but are not limited to:

- Summative assessments
- Formative assessments
- Project-based learning
- Cross-curricular assignments
- Technology-based assessments
- Benchmarks
- Self-reflection

ICEF Vista Business & Finance Academy will motivate its students to attend school regularly. Teachers and faculty will stress to students and parents, the importance of attendance as a prerequisite for business and financial success in the real world.

GENERAL INFORMATION

- The contact person for ICEF Vista Business & Finance Academy is Greg Brendel.
- The contact address for ICEF Vista Business & Finance Academy is 4471 Inglewood Blvd., Los Angeles, CA 90066.
- The contact phone number for ICEF Vista Business & Finance Academy is (323)290-6900.
- The proposed address or target community of ICEF Vista Business & Finance Academy is West Los Angeles/Mar Vista area, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
The term of this charter shall be from July 1, 2014 to June 30, 2019.
The grade configuration of Charter School is 9-12.
The number of students in the first year will be 150.
The grade level(s) of the students in the first year will be 9th grade only.
The scheduled opening date of Charter School is August 11, 2014.
The admission requirements include: that admission is available to all students residing in California.
The enrollment capacity is 650. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional/single track.
The bell schedule for Charter School will be: Monday, Tuesday, Thursday, and Friday from 8:05am – 3:30pm; and Wednesday (shortened days) 8:05am – 12:45pm.
If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

TRANSITIONAL KINDERGARTEN

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

ENGLISH LEARNERS

ICEF Vista Business & Finance Academy 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), ICEF Vista Business & Finance Academy 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 instructional 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

ICEF Vista Business & Finance Academy shall provide to the CSD an annual report of its EL program assessment. Upon request, ICEF Vista Business & Finance Academy shall provide a copy of its current EL Master Plan to the CSD.

ICEF Vista Business & Finance Academy shall administer the CELDT annually in accordance with federal and state requirements.

ICEF Vista Business & Finance Academy 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**
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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, ICEF Vista Business & Finance Academy will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and ICEF Vista Business & Finance Academy 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 Education 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 have 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 will not have a 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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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 required format and are 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.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.
• Norm day – 2013

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 – 2013 (Including Charter Schools)

• All Students enrolled December 1, 2013.

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 2012-13 (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 from non-SIS schools (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 (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
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.” California Education 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.” California Education Code § 47605(b)(5)(C).

MEASUREABLE GOALS OF THE EDUCATIONAL PROGRAM

ICEF Vista Business & Finance Academy seeks to prepare students to pursue their education through to the highest intellectual reaches of university life. At ICEF Vista Business & Finance Academy, we believe in a broad and rigorous liberal arts education that will prepare students to learn whatever they need to learn in their chosen field at any point in their life. The subjects to be studied at ICEF Vista Business & Finance Academy are English, Math, Science, History, Spanish, Art, Music, Dance, and Physical Education. Presented below are the measurable outcomes resulting from a four-year experience at the ICEF Vista Business & Finance Academy.

Throughout the year teachers will use a variety of assessment data including short-term and long-term projects, portfolios, performance tasks, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. School leaders and teachers will use Illuminate and analyze interim assessment data as well as student achievement on Benchmark Exams. Benchmark assessments will be given quarterly in the areas of English Language Arts, Mathematics, Science and History to monitor student progress toward mastery of the College and Career Anchor Standards in the Common Core State Standards. These assessment systems will be administered by teachers and results will be collectively analyzed by teacher content area teams during an organization wide cadre meeting, in which teachers meet in grade-level or content area groups. Cadres will analyze the data, share best practices, identify student areas of need, and create action instructional plans.

ICEF Vista Business & Finance Academy teachers will conference with students and parents to discuss student progress towards College and Career Readiness.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| English   | Improvement in reading, writing, listening and speaking skills, and proficiency in the use of the Toulmin model.                                                                                                                                                                                                                                         | - Internal Benchmark Exams  
- Diagnostic Exams  
- Performance Tasks  
- Cal MAPP assessments, including Smarter Balanced Consortium  
- Student Report Cards  
- Interim and Progress Monitoring Assessments                                                                                                                                                                                                                                                                                           |
| Science   | Through investigation and experimentation students will understand the principles of chemistry, life science, physical science, and Earth and environmental science.                                                                                                                                                                                                   | - Internal Benchmark Exams  
- California Standards Test  
- (as mandated, i.e., 10th grade Life Science)  
- Student Report Cards  
- Cal MAPP Assessment Requirements (when applicable)                                                                                                                                                                                                                                                                                   |
| Math      | Students will study mathematics, understanding the principles and usage of college preparatory mathematics to include: Pre-Algebra, Algebra, Geometry, Algebra II, Pre-Calc/Trig, Calculus and other advanced topics of mathematics.                                                                                                                                                                                                                     | - Internal Benchmark Exams  
- Diagnostic Exams  
- Performance Tasks  
- Cal MAPP assessments, including Smarter Balanced Consortium  
- Student Report Cards  
- Interim and Progress Monitoring Assessments                                                                                                                                                                                                                                                                                   |
| History   | Students will demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view. These skills will be applied to the course of study that includes the areas of; Ancient Civilizations, Modern World History, U.S. History, and American Government. | - Internal Benchmark Exams  
- Diagnostic Exams  
- Performance Tasks  
- Cal MAPP assessments, including Smarter Balanced Consortium  
- Student Report Cards  
- Interim and Progress Monitoring Assessments                                                                                                                                                                                                                                                                                   |
| Visual Arts | Students will have the opportunity to learn how to draw, paint, sculpt, and animate.                                                                                                                                                                                                                                                                                                                                                   | - Internal Benchmark Exams  
- Diagnostic Exams  
- Performance Tasks  
- Student Report Cards  
- Interim and Progress Monitoring Assessments and Projects                                                                                                                                                                                                                                                                                       |
| Music     | Students will have the opportunity to learn how to play a musical instrument, sing in a choir, and perform in a jazz band.                                                                                                                                                                                                                                                                                                     | - California Standards (VAPA),  
- Performance of Classical Music by the School Orchestra; performance of School Choir; Performance of Jazz Ensemble and Chamber Music.                                                                                                                                                                                                                     |
Physical Education

Students will develop a life long approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage in weekly aerobic and team building activities.

- Report Cards
- Fitness Tests

The Exit Outcomes of ICEF Vista Business & Finance Academy

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th Grade Exit Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics in Business</td>
<td>Students will understand the importance of ethics in a business environment. By focusing on the significance and importance of ethics to stakeholders, examine who bears responsibility for ensuring an ethical code is followed and explore ethical situations common in organizations.</td>
</tr>
<tr>
<td>English</td>
<td>Students will display grade level competency in their reading, writing, and listening and speaking skills, and proficiency in the use of the Toulmin model. They will have met all the 9th grade standards for English and Language Arts as presented in the California State Frameworks, and as prescribed by the University of California A-G standards. Students will pass the ELA portion of the CAHSEE.</td>
</tr>
<tr>
<td>Science</td>
<td>Through investigation and experimentation students will understand the principles of cell biology, genetics, evolution, earth and life history, structure and function in living systems, and physical principles in living systems. Students will be able to present and explain the scientific process as it related to inquiry, experimentation and hypothesis generation, and theory making.</td>
</tr>
<tr>
<td>Math</td>
<td>Students will display grade level competency that allows them to conceptually understand geometry and display the competency to be able to construct formal and logical arguments and proofs in geometric settings and problems.</td>
</tr>
<tr>
<td>History</td>
<td>Students will be able to demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view. Students will be able to competently display these skills in the area of Ancient History with an emphasis on geographic, political, economic, religious, and social structures of and civilizations of that era.</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Students will have the ability to draw, paint, sculpt, and animate using appropriate materials and media.</td>
</tr>
<tr>
<td>Music</td>
<td>Students who participate in music will be able to play a musical instrument, sing in a choir, and/or perform in a jazz band.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Students will gain a life long approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will have knowledge about nutrition and health as well as gain knowledge about the benefits of weekly aerobic and team building activities.</td>
</tr>
<tr>
<td>Subject</td>
<td>10th Grade Exit Outcomes</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Principals of Finance</td>
<td>Principals of Finance give students a thorough introduction to the concepts, tools, and institutions of finance and serves as a foundation for the core courses offered by ICEF Vista Business &amp; Finance Academy. Students will display competency in income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement.</td>
</tr>
<tr>
<td>English</td>
<td>Students will display grade level competency in their reading, writing, and listening and speaking skills, and proficiency in the use of the Toulmin model. They will have met all the 10th grade standards for English and Language Arts as presented in the California State Frameworks, and as prescribed by the University of California A-G standards. Students will pass the ELA portion of the CAHSEE.</td>
</tr>
<tr>
<td>Science</td>
<td>Through investigation and experimentation students will understand the principles of chemistry, atomic and molecular structure, the periodic table, chemical bonds, gases and their properties and principles as prescribed by the California State Frameworks, and as prescribed by the University of California A-G standards. Students will be able to present and explain the scientific process as it related to inquiry, experimentation and hypothesis generation, and theory making.</td>
</tr>
<tr>
<td>Math</td>
<td>Students will display grade level competency that allows them to conceptually understand Algebra II and display the competency to be able to perform algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.</td>
</tr>
<tr>
<td>History</td>
<td>Students will be able to demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view. Students will be able to competently display these skills in the area of Modern World History with an emphasis on major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. Students will also display an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts.</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Students will have the opportunity to learn how to draw, paint, sculpt, and animate.</td>
</tr>
<tr>
<td>Music</td>
<td>Students will have the opportunity to learn how to play a musical instrument, sing in a choir, and perform in a jazz band.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Students will develop a life-long approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage in weekly aerobic and team building activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>11th Grade Exit Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Subject</th>
<th>12th Grade Exit Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td>Students will display understanding in how entrepreneurs play a critical role in the national and global economy. Students will demonstrate skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques found in successful entrepreneurs. Students will also develop their own business plan.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Students will display grade level competency in their reading, writing, and listening and speaking skills, and proficiency in the use of the Toulmin model. They will have met all the 11th grade standards for English and Language Arts as presented in the California State Frameworks, and as prescribed by the University of California A-G standards.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Through investigation and experimentation students will display grade level appropriate knowledge of motion, forces, the structure of matter, earth and the solar system, Chemical reactions, the chemistry of living systems, the periodic table, and understand the concepts and applications of density and buoyancy. Students will be able to present and explain the scientific process as it related to inquiry, experimentation and hypothesis generation, and theory making.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Students will display grade level competency that allows them to conceptually understand the trigonometric, geometric, and algebraic techniques needed for the study of calculus.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>Students will be able to demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view. Students will be able to competently display these skills in the area of U.S. History. Students will display an understanding of the major turning points in American history in the twentieth century, and that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>Students will have the opportunity to learn how to draw, paint, sculpt, and animate.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Students will have the opportunity to learn how to play a musical instrument, sing in a choir, and perform in a jazz band.</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Students will develop a life long approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage in weekly aerobic and team building activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>12th Grade Exit Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Managerial Accounting</strong></td>
<td>Students will demonstrate competency in managerial accounting, including manufacturing and cost accounting, budgeting, accounting for managerial decision making, and financial statement analysis. Students will be able to use accounting information for internal decision making and for planning and control of their existing business plan.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Students will display grade level competency in their reading, writing, and listening and speaking skills, and proficiency in the use of the Toulmin model. They will have met all the 12th grade standards for English and Language Arts as presented in the California State Frameworks, and as prescribed by the University of California A-G standards.</td>
</tr>
</tbody>
</table>
Science  | Through investigation and experimentation students will understand the principles of physics, Newton’s Laws, and heat, thermal dynamics and energy conservation, as presented in the California State Frameworks, and as prescribed by the University of California A-G requirements. Students will be able to present and explain the scientific process as it related to inquiry, experimentation and hypothesis generation, and theory making.

Math    | Students will display grade level competency that allows them to conceptually understand the calculus consistent with the California State Frameworks, and as prescribed by the University of California A-G standards.

History | Students will be able to demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view. Students will be able to competently display these skills in the area of U.S. Government. Students will be able to display an understanding of the institutions of American government, compare systems of government in the world today, and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government.

Visual Arts | Students will have the opportunity to learn how to draw, paint, sculpt, and animate.

Music  | Students will have the opportunity to learn how to play a musical instrument, sing in a choir, and perform in a jazz band.

Physical Education | Students will develop a lifelong approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage in weekly aerobic and team building activities.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following is a table describing ICEF Vista Business and Finance’s annual goals to be achieved in the State Priorities school-wide and for pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

<table>
<thead>
<tr>
<th>CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARTER SCHOOL OUTCOMES THAT Align With the STATE PRIORITIES</td>
</tr>
</tbody>
</table>

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1—BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))
<table>
<thead>
<tr>
<th><strong>SUBPRIORITY A – TEACHERS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
<td>100% of all teachers will hold a valid CA teaching Credential with appropriate EL authorization as defined by the CA Commission on Teaching Credentialing.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>ICEF Vista Business and Finance HS will only hire teachers who meet the appropriate credentialing requirements. The school will engage in intensive recruiting beginning in early January of the previous academic year. The ICEF Home Office will screen Teacher Credentialing data on a monthly basis to ensure credentials are current.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of all teachers will hold a valid CA teaching Credential with appropriate EL authorization as defined by the CA Commission on Teaching Credentialing.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>New School Petition - No baseline performance data exists</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Initial and annual verification of appropriate teacher credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in charter petition</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Any and all materials ordered will match the enrollment numbers of the school. Expenses will be included in the annual school budget.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in charter petition.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>New School Petition - No baseline performance data exists</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Principal works with Home Office Instructional Team before purchasing materials; school site maintains a list of textbooks and supplemental materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY C – FACILITIES</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
<td>ICEF Vista Business &amp; Finance Academy will have adequate space in order to provide a high-quality educational program.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>In years 1-3, school will apply for Prop. 39 location. During years 1-3, school will actively search for a permanent location for Years 4 and beyond. Home Office will work to secure appropriate funding for the facility.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>School Site Facility</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>New School Petition - No facility exists</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Existence of School Site Facility Lease Certificate of Occupancy as issued by Los Angeles Department of Building and Safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STATE PRIORITY #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>SUBPRIORITY A – CCSS IMPLEMENTATION</strong> |  |</p>
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>MEASURABLE OUTCOME</th>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| • ICEF Vista Business & Finance Academy will fully implement state-adopted ELA and Math academic content CCSS  
  • 100% of teachers and administrators will participate in annual professional development on the implementation of the CA Common Core State Standards | • The annual ICEF Summer PD Institute will include CCSS sessions.  
  • ICEF PD throughout the year will include CCSS sessions.  
  • PD throughout the school year will align to CCSS implementation and the ICEF Teacher Effectiveness Framework. School will utilize Illuminate Data System to create and administer interim assessments aligned to CCSS | • 100% of teachers will participate in CCSS PD  
  • All ELA and Math teachers will administer interim and benchmark assessments aligned to CCSS | New School Petition - No baseline performance data exists | • School master calendar will include PD workshops  
  • PD workshop attendance rosters will include all teachers  
  • Home Office will track use of Illuminate Data System and administration of interim and benchmark assessments |

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>MEASURABLE OUTCOME</th>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| 100% of EL students will gain academic content knowledge and support through the implementation of the CA CCSS. | • All teachers will hold required authorization to teach EL students.  
  • Teachers will participate in professional development opportunities that specifically address the CA ELD Standards aligned to the CA CCSS for ELA/Literacy.  
  • Instruction across all content areas will include SDAIE (Specifically Designed Academic Instruction in English) strategies. | 100% of students will gain academic content knowledge through the implementation of the CA CCSS. | New School Petition - No baseline performance data exists | Teacher lesson plans  
Professional Development Calendar  
Classroom rosters |

**SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>MEASURABLE OUTCOME</th>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| 100% of ELL students will receive language support through the implementation of the CA CCSS. | • All teachers will hold required authorization to teach EL students.  
  • Teachers will participate in professional development opportunities that specifically address the CA ELD Standards aligned to the CA CCSS for ELA/Literacy.  
  • Instruction across all content areas will include SDAIE (Specifically Designed Academic Instruction in English) strategies.  
  • Students at ELD Levels 1-3 and students who have completed five or more years in U.S. Schools but have not yet met criteria for reclassification will receive daily instruction in addition to ELA Core classes. | | | Teacher lesson plans  
Professional Development Calendar  
Classroom rosters |
<table>
<thead>
<tr>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th>100% of ELL students will receive language support through the implementation of the CA CCSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>New School Petition – No baseline data exists</td>
</tr>
</tbody>
</table>
| **METHODS OF MEASUREMENT** | Teacher lesson plans  
Professional Development Calendar  
Classroom rosters |

**STATE PRIORITY #3 — PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY A — ACHIEVING/Maintaining PARENTAL INVOLVEMENT</strong></th>
</tr>
</thead>
</table>

**GOAL TO ACHIEVE SUBPRIORITY**

| School will provide multiple opportunities for parental involvement. |

**ACTIONS TO ACHIEVE GOAL**

- Monthly Parental Involvement Meetings (PIM’s) will provide information regarding the educational program and present workshops for parents  
- School will hold parent conferences each semester  
- School will provide communication with families through email, the school website, phone calls, and written newsletters  
- School will sponsor various activities, events and celebrations held throughout the year  
- School will provide opportunities for volunteering in the classroom, be part of a community or to assist in school-wide events

**MEASURABLE OUTCOME**

- Monthly PIM meetings  
- 80% or higher attendance at monthly PIM meetings  
- Weekly communication through email, newsletter or phone calls

**BASELINE PERFORMANCE LEVEL**

New school petition - No baseline data exists

**METHODS OF MEASUREMENT**

- School calendar to include monthly PIM meetings  
- Attendance rosters from monthly PIM meetings  
- Communication log in school office

**SUBPRIORITY B — PROMOTING PARENT PARTICIPATION**

**GOAL TO ACHIEVE SUBPRIORITY**

| ICEF B&F Academy will provide multiple opportunities for parents to provide input into school-wide decision making |

**ACTIONS TO ACHIEVE GOAL**

- Parents invited to participate in school-wide decision making through School Site Council, School Site Committees, and ELAC  
- Administer an annual parent stakeholder survey to collect feedback from parents  
- Monthly Coffee with the Principal open to parents, families and stakeholders

**MEASURABLE OUTCOME**

- Minimum of 2 parents on School Site Council  
- Parental participation in School Site Committees, and ELAC  
- Results of annual parent stakeholder survey  
- Annual calendar to include monthly Coffee with the Principal

**BASELINE PERFORMANCE**

New School Petition – No baseline data exists
<table>
<thead>
<tr>
<th>LEVEL</th>
<th></th>
</tr>
</thead>
</table>
| METHODS OF MEASUREMENT | • Participation in School Site Council, School Site Committees, and ELAC  
• Results of annual parent stakeholder survey  
• School Master Schedule to include Monthly Coffee with the Principals |

### STATE PRIORITY #4—STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance statewide assessment  
B. The Academic Performance Index (API)  
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education  
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)  
E. EL reclassification rate  
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher  
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

#### SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All students, including all significant subgroups, will meet or exceed targets for growth set on the CA MAPP statewide assessments in ELA and Math</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL | • Instruction aligned to Common Core State Standards  
• Administration of internal Benchmark and Interim Assessments aligned to the CCSS to monitor student performance  
• Teacher participation in data talks to determine implication for instruction based on data from Benchmark and Interim Assessments  
• Implementation of ICEF Instructional Model (See Charter Petition - How Learning Occurs at ICEF Vista and Business HS) |
| MEASURABLE OUTCOME | All students, including all significant subgroups, will meet or exceed targets for growth set on the CA MAPP statewide assessments in ELA and Math |
| BASELINE PERFORMANCE LEVEL | New school petition – no baseline data exists  
Baseline data is data from the Cal MAPP Assessments from each year |
| METHODS OF MEASUREMENT | CA MAPP Score Reports or equivalent |

#### SUBPRIORITY B – API

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>School will meet annual API Growth Target or equivalent, as mandated by the CA State Board of Education.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL | • Instruction aligned to Common Core State Standards  
• Administration of internal Benchmark and Interim Assessments aligned to the CCSS to monitor student performance  
• Teacher participation in data talks to determine implication for instruction based on data from Benchmark and Interim Assessments  
• Implementation of ICEF Instructional Model, including the use of Technology through Blended Learning (See Charter Petition - How Learning Occurs at ICEF Vista and Business HS) |
<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>School will meet annual API Growth Target or equivalent, as mandated by the CA State Board of Education.</th>
</tr>
</thead>
</table>
| BASELINE PERFORMANCE LEVEL | New school petition – no baseline data exists  
Baseline data is data from the Cal MAPP Assessments from each year |
| METHODS OF MEASUREMENT | CA Data Quest Summary and API Report or equivalent as determined by the CA Department of Education |

**SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All students will complete UC/CSU course requirements.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | • All Core Courses will be approved for UC/CSU credit.  
• College counselors will work with students and families to make sure that students are enrolled in the appropriate classes to be UC/CSU eligible.  
• School will monitor students’ performance in A-G courses and provide in-class intervention as needed.  
• School will provide opportunities for credit recovery, if needed. |
| MEASURABLE OUTCOME          | • Course approval for UC/CSU  
• Number of students completing course requirements for UC/CSU.  
• Number of students admitted into UC/CSU. |
| BASELINE PERFORMANCE LEVEL  | New School Petition – No baseline data |
| METHODS OF MEASUREMENT      | • Students’ progress reports, grades, report cards and transcripts of course sequence  
• Approval of courses through UC Doorways  
• Principal oversight of intervention program for students at-risk  
• Monitoring of the number of students eligible for credit recovery |

**SUBPRIORITY D – EL PROFICIENCY RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>EL Students will advance at least one level on the CELDT each academic year.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | • Students at ELD Levels 1-3 and students who have completed five or more years in U.S. Schools but have not yet met criteria for reclassification will receive daily instruction in addition to ELA Core classes.  
• Instruction across all content areas will include SDAIE (Specifically Designed Academic Instruction in English) strategies. |
| MEASURABLE OUTCOME          | 85% of all students will progress at least one level on the CELDT each academic year. |
| BASELINE PERFORMANCE LEVEL  | New School Petition – No baseline data |
| METHODS OF MEASUREMENT      | Students’ EL levels; internal monitoring of EL Levels; Reclassification reports |

**SUBPRIORITY E – EL RECLASSIFICATION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>EL Reclassification rate will meet or exceed reclassification rate at comparable neighborhood school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>• Students at ELD Levels 1-3 and students who have completed five or more years in U.S. Schools but have not yet met criteria for reclassification will receive daily instruction in</td>
</tr>
</tbody>
</table>
addition to ELA Core classes.
- Instruction across all content areas will include SDAIE (Specifically Designed Academic Instruction in English) strategies

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>EL Reclassification rate will meet or exceed reclassification rate at comparable neighborhood school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>New School Petition – No baseline data</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Students’ EL levels; internal monitoring of EL Levels; Reclassification reports</td>
</tr>
</tbody>
</table>

**SUBPRIORIT Y F – AP EXAM PASSAGE RATE**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE Subpriority</th>
<th>Graduating seniors will pass AP exams at a rate higher than comparable neighborhood school averages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE Goal</td>
<td>AP classes will be offered in ELA, Math, Science, History and Foreign Language(s). Support for AP Exam will be provided through classroom instruction.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Graduating seniors will pass AP exams at a rate higher than comparable neighborhood school averages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>Venice High School AP Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10 = 40.1%</td>
</tr>
<tr>
<td></td>
<td>2010-22 = 36.3%</td>
</tr>
<tr>
<td></td>
<td>2011-12 = 47.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>AP Exam Passage Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AP Exam Scores</td>
</tr>
</tbody>
</table>

**SUBPRIORIT Y G – COLLEGE PREPAREDNESS/EAP**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE Subpriority</th>
<th>Eleventh grade students will pass EAP exams at a higher rate than 11th grade students at comparable neighborhood schools. Graduating seniors will meet A-G requirements at higher rates than graduating seniors at comparable neighborhood schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE Goal</td>
<td>Data from internal benchmarks will be monitored to assess students’ readiness for the EAP and determine instructional implications. College counselors will monitor students’ progress on A-G graduation pathway, including analysis at the end of each semester. All 11th graders will take EAP exams; EAP prep will be incorporated into 11th grade curriculum.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>EAP Passage rate</td>
</tr>
<tr>
<td></td>
<td>Graduating seniors A-G graduation rates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>Venice HS Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10 = 40.1%</td>
</tr>
<tr>
<td></td>
<td>2010-11 = 36.3%</td>
</tr>
<tr>
<td></td>
<td>2011-12 = 47.2%</td>
</tr>
</tbody>
</table>

| METHODS OF MEASUREMENT | EAP exams; internal benchmarks and progress monitoring assessments; course sequence tracking by school site |

**STATE PRIORITY #5 — STUDENT ENGAGEMENT**

Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
### B. Chronic absenteeism rates

### C. Middle school dropout rates (EC §52052.1(a)(3))

### D. High school dropout rates

### E. High school graduation rates

<table>
<thead>
<tr>
<th>Subpriority A – Student Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
<tr>
<td>School will maintain a 95% ADA Rate.</td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
</tr>
<tr>
<td>- Close monitoring of attendance by school office staff</td>
</tr>
<tr>
<td>- Daily communication to families regarding absences</td>
</tr>
<tr>
<td>- Regular implementation of SART and SARB Process</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
</tr>
<tr>
<td>School will maintain a 95% ADA Rate.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
</tr>
<tr>
<td>New School Petition – No baseline data</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
</tr>
<tr>
<td>Daily, 20-Day, and Year-to-Date ADA Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subpriority B – Student Absenteeism Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
<tr>
<td>School will maintain a 95% ADA Rate and fewer than 5% of students will meet or exceed threshold for absenteeism.</td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
</tr>
<tr>
<td>- Close monitoring of attendance by school office staff</td>
</tr>
<tr>
<td>- Daily communication to families regarding absences</td>
</tr>
<tr>
<td>- Regular implementation of SART and SARB Process</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
</tr>
<tr>
<td>School will maintain a 95% ADA Rate and fewer than 5% of students will meet or exceed threshold for absenteeism.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
</tr>
<tr>
<td>New School Petition – No baseline data</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
</tr>
<tr>
<td>Daily, 20-Day, and Year-to-Date ADA Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subpriority C – Middle School Dropout Rates - Not Applicable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subpriority D – High School Dropout Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
<tr>
<td>ICEF Vista B&amp;F Academy will minimize dropout rates.</td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
</tr>
<tr>
<td>Academic Team and school counselors will analyze students’ transcripts regularly and identify students’ at risk for dropout.</td>
</tr>
<tr>
<td>School counselors will regularly meet with students.</td>
</tr>
<tr>
<td>School will utilize SART process to monitor student attendance.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
</tr>
<tr>
<td>ICEF Vista B&amp;F Academy will be lower than CDE cohort dropout rates at comparable neighborhood schools.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
</tr>
<tr>
<td>New School Petition – No baseline data</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
</tr>
<tr>
<td>Dataquest; internal dropout projections based on CALPADS extracts</td>
</tr>
</tbody>
</table>
### Subpriority E – High School Graduation Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>ICEF Vista Business &amp; Finance Academy will graduate 90% of seniors; graduation rate will be higher than graduation rates at comparable neighborhood schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>College counselors will regularly conduct graduation checks of student transcripts to ensure that students are on-track to meet graduation requirements. School will provide intervention and credit recovery opportunities for students at-risk of meeting graduation requirements.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>CDE cohort graduation rates will be higher than CDE cohort graduation rates at comparable neighborhood schools.</td>
</tr>
</tbody>
</table>
| Baseline Performance Level  | Venice HS Graduation Rate  
2009-10 = 40.1%  
2010-11 = 36.3%  
2011-12 = 47.2% |
| Methods of Measurement      | Dataquest; internal graduation projections based on CALPADS extracts and graduation checks conducted by counselors |

### State Priority #6—School Climate

School climate, as measured by all of the following, as applicable:
- **A. Pupil suspension rates**
- **B. Pupil expulsion rates**
- **C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness**

### Subpriority A – Pupil Suspension Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>School will maintain a suspension rate below the statewide average for comparable neighborhood schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Implementation of School-Wide Positive Behavior Support System and alternatives to suspension. Regular tracking of discipline data and implementation of professional development to address data, as needed. Counseling and support for general education students, including implementation of Student Success Team</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>School will maintain a suspension rate below the statewide average for comparable neighborhood schools; school will reduce its suspension rate annually</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>New School Petition – No baseline data</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Annual School Accountability Report Card; Monthly SESAC reports submitted to LAUSD; CALPADS Report, Internal discipline tracking reports</td>
</tr>
</tbody>
</table>

### Subpriority B – Pupil Expulsion Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>School will maintain a low annual expulsion rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Implementation of School-Wide Positive Behavior Support System and alternatives to suspension. Regular tracking of discipline data and implementation of professional development to address data, as needed. Counseling and support for general education students, including implementation of Student Success Team</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Annually, 1% or fewer of enrolled students will be expelled</td>
</tr>
</tbody>
</table>
### BASELINE PERFORMANCE LEVEL
New School Petition – No baseline data

### METHODS OF MEASUREMENT
Student Accountability Report Card; internal discipline data tracking system

### SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
</table>
| Students, families and the school community will feel connected to ICEF B&F through a variety of events and activities. | - Monthly Parental and Involvement Meetings (PIM’s) will provide information regarding the educational program and present workshops for parents.  
- School will provide communication with families through email, school website, phone calls, and written newsletters.  
- School sponsored events, activities and celebrations throughout the year, including Arts and Athletics  
- Opportunities for volunteering at school  
- Open-door Communication policy between families and school for teachers and Principal |

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Annual student and family surveys</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>Annual student and family surveys</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>Annual student and family surveys</th>
</tr>
</thead>
</table>

### STATE PRIORITY #7— COURSE ACCESS

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

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

- **Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- **Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All students, including all student subgroups, will have access to academic and educational program as outlined in the school’s charter.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>Master schedule will include all core courses, including Advisory and intervention, as needed.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>All students, including all student subgroups, will have access to and can enroll in core and non-core subject areas available.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>New School Petition – No baseline data</th>
</tr>
</thead>
</table>

| METHODS OF MEASUREMENT | Master schedule  
Student schedules |
|-------------------------|-----------------|

### STATE PRIORITY #8—OTHER STUDENT OUTCOMES

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

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY A — STUDENT INTERNSHIPS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL**             | School will actively partner with local and business community.  
                                          | School will provide time for students to participate in internships. |
| **MEASURABLE OUTCOME**                  | Percentage of students participating in work-based internships will meet or exceed performance from the previous year |
| **BASELINE PERFORMANCE LEVEL**         | New school petition - No baseline data exists |
| **METHODS OF MEASUREMENT**             | Percentage of students participating in work-based internships |

### SUBPRIORITY B — FINANCIAL LITERACY

| **GOAL TO ACHIEVE SUBPRIORITY**         | 100% of students will demonstrate proficiency on financial literacy skills. |
| **ACTIONS TO ACHIEVE GOAL**             | • Students will complete coursework on financial literacy.  
                                          | • Students will participate in real-life situations requiring them to demonstrate their financial expertise.  
                                          | • Speakers will present workshops to students and parents on various financial topics, such as credit card finance and acquiring a loan. |
| **MEASURABLE OUTCOME**                  | 100% of graduating seniors will pass Personal and Finance Courses with a C or better. |
| **BASELINE PERFORMANCE LEVEL**         | New school petition – No baseline data exists |
| **METHODS OF MEASUREMENT**             | Passing rate in Personal and Finance course  
                                          | Culminating project in Personal and Finance Courses |

### SUBPRIORITY C — SUMMER BRIDGE

| **GOAL TO ACHIEVE SUBPRIORITY**         | 100% of incoming students will participate in Summer Bridge Program |
| **ACTIONS TO ACHIEVE GOAL**             | ICEF Vista B & F Academy will host Summer Bridge annually before school year begins |
| **MEASURABLE OUTCOME**                  | 80% of incoming students participating in Summer Bridge Program |
| **BASELINE PERFORMANCE LEVEL**         | New school petition – No baseline data exists |
| **METHODS OF MEASUREMENT**             | Summer Bridge Attendance Rosters |

### SUBPRIORITY C — CREDIT RECOVERY, AS NEEDED

| **GOAL TO ACHIEVE SUBPRIORITY**         | 100% of students will have opportunities for Credit Recovery |
**Actions to Achieve Goal**

- ICEF Vista B&F Academy will adopt an online Credit Recovery program, if needed.
- ICEF Vista B&F Academy will work with other organizations, such as community colleges, to create other opportunities for Credit Recovery.
- ICEF Vista B&F Academy will provide Credit Recovery sessions outside of the regular school day.

**Measurable Outcome**
Number of students requiring Credit Recovery and completing the Credit Recovery classes

**Baseline Performance Level**
New school petition – No baseline data exists

**Methods of Measurement**
Number of students requiring Credit Recovery and completing the Credit Recovery classes

The goals and actions described in the table below may be revised depending on the Local Control and Accountability Plan adopted by the ICEF Board of Directors (July 1, 2014).

**Performance Targets Aligned to State Priorities**
Below is a chart “consistent with the way information is reported on a school accountability report card,” CA Education Code 47605(b)(5)(C), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d).

The goals and actions described in the table below may be revised depending on the Local Control and Accountability Plan adopted by the ICEF Board of Directors (July 1, 2014).

### State Priority 1: Basic Services

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.) Teacher - 100% of all teachers will hold a valid CA teaching Credential with appropriate EL authorization as defined by the CA Commission on Teaching Credentialing.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>B.) Instructional Materials - 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in charter petition</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>C. Facilities: - School will have adequate facilities for a high-quality educational program.</td>
<td>Achieved</td>
<td>Achieved</td>
<td>Achieved</td>
<td>Achieved</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

### State Priority 2: Implementation of Common Core State Standards

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</thead>
<tbody>
<tr>
<td>A.) CCSS Implementation - ICEF Vista Business &amp; Finance Academy will fully implement state-adopted ELA and Math academic content CCSS</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## A. CCSS Implementation

- 100% of teachers and administrators will participate in annual professional development on the implementation of the CA Common Core State Standards

<table>
<thead>
<tr>
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<tr>
<td>100%</td>
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</tbody>
</table>

## B. EL Students and Academic Content Knowledge

- 100% of ELL students will gain academic content knowledge and support through the implementation of the CA CCSS.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>100%</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

## C. EL Students and English Language Proficiency

- 100% of ELL students will receive language support through the implementation of the CA CCSS.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

## State Priority 3: Parental Involvement

### Annual Goals

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Monthly parent information meetings (PIM)</td>
<td>Monthly parent information meetings (PIM)</td>
<td>Monthly parent information meetings (PIM)</td>
<td>Monthly parent information meetings (PIM)</td>
<td>Monthly parent information meetings (PIM)</td>
</tr>
<tr>
<td>At least 3 activities/events</td>
<td>At least 3 activities/events</td>
<td>At least 3 activities/events</td>
<td>At least 3 activities/events</td>
<td>At least 3 activities/events</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>At least 2 parents on the School Site Council</td>
<td>At least 2 parents on the School Site Council</td>
<td>At least 2 parents on the School Site Council</td>
<td>At least 2 parents on the School Site Council</td>
<td>At least 2 parents on the School Site Council</td>
</tr>
<tr>
<td>Monthly Coffee with the Principal</td>
<td>Monthly Coffee with the Principal</td>
<td>Monthly Coffee with the Principal</td>
<td>Monthly Coffee with the Principal</td>
<td>Monthly Coffee with the Principal</td>
</tr>
<tr>
<td>80% Participation Rate in Parent Survey</td>
<td>80% Participation Rate in Parent Survey</td>
<td>80% Participation Rate in Parent Survey</td>
<td>80% Participation Rate in Parent Survey</td>
<td>80% Participation Rate in Parent Survey</td>
</tr>
</tbody>
</table>

## State Priority 4: Student Achievement

### Annual Goals

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Meet or exceed growth target</td>
<td>Meet or exceed growth target</td>
<td>Meet or exceed growth target</td>
<td>Meet or exceed growth target</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Meet or exceed target</td>
<td>Meet or exceed target</td>
<td>Meet or exceed target</td>
<td>Meet or exceed target</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
D.) EL Proficiency Rate - EL Students will advance at least one level on the CELDT each academic year.  

<table>
<thead>
<tr>
<th>Current CELDT levels</th>
<th>80%</th>
<th>80%</th>
<th>80%</th>
<th>80%</th>
</tr>
</thead>
</table>

E.) EL Reclassification Rates - EL Reclassification rate will meet or exceed reclassification rate at comparable neighborhood school.  

<table>
<thead>
<tr>
<th>2013-2014 EL Reclassification Rate of neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
</tr>
</thead>
</table>

F.) AP Exam Passage Rate - Graduating seniors will pass AP exams at a rate higher than comparable neighborhood school averages.  

<table>
<thead>
<tr>
<th>N/A – First year of 9th graders will not have access to AP Exams</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
</tr>
</thead>
</table>

G.) College Preparedness/EAP – Eleventh grade students will pass EAP exams at a higher rate than 11th grade students at comparable neighborhood schools. Graduating seniors will meet A-G requirements at higher rates than graduating seniors at comparable neighborhood schools.  

<table>
<thead>
<tr>
<th>N/A – First year consists of 9th graders only</th>
<th>N/A – Year 2 consists of 9th and 10th graders</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
<th>Higher than comparable neighborhood school</th>
</tr>
</thead>
</table>

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**State Priority 5: Student Engagement**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A.) Student Attendance - School will maintain a 95% ADA Rate.</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>B.) Student Absenteeism Rates - School will maintain a 95% ADA Rate and fewer than 5% of students will meet or exceed threshold for absenteeism.</td>
<td>95% ADA Less than 5% meet or exceed threshold for absenteeism</td>
<td>95% ADA Less than 5% meet or exceed threshold for absenteeism</td>
<td>95% ADA Less than 5% meet or exceed threshold for absenteeism</td>
<td>95% ADA Less than 5% meet or exceed threshold for absenteeism</td>
<td>95% ADA Less than 5% meet or exceed threshold for absenteeism</td>
</tr>
<tr>
<td>C.) Middle School Dropout Rates – N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>D.) High School Dropout Rate - ICEF Vista B&amp;F Academy will minimize dropout rates.</td>
<td>Lower than comparable neighborhood school</td>
<td>Lower than comparable neighborhood school</td>
<td>Lower than comparable neighborhood school</td>
<td>Lower than comparable neighborhood school</td>
<td>Lower than comparable neighborhood school</td>
</tr>
</tbody>
</table>
E.) High School Graduation Rate
ICEF Vista Business & Finance Academy will graduate 90% of seniors; graduation rate will be higher than graduation rates at comparable neighborhood schools.

State Priority 6: School Climate

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A.) Pupil Suspension Rates - School will maintain a suspension rate below the statewide average for comparable neighborhood schools.</td>
<td>Lower than statewide average for comparable neighborhood school</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
</tr>
<tr>
<td>B.) Pupil Expulsion Rates - School will maintain a low annual expulsion rate.</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>C.) School Connectedness - Students, families and the school community will feel connected to ICEF B&amp;F through a variety of events and activities.</td>
<td>Monthly PIM Meetings</td>
<td>Monthly PIM Meetings</td>
<td>Monthly PIM Meetings</td>
<td>Monthly PIM Meetings</td>
<td>Monthly PIM Meetings</td>
</tr>
<tr>
<td></td>
<td>At least 3 school sponsored events</td>
<td>At least 3 school sponsored events</td>
<td>At least 3 school sponsored events</td>
<td>At least 3 school sponsored events</td>
<td>At least 3 school sponsored events</td>
</tr>
<tr>
<td></td>
<td>Monthly family newsletters</td>
<td>Monthly family newsletters</td>
<td>Monthly family newsletters</td>
<td>Monthly family newsletters</td>
<td>Monthly family newsletters</td>
</tr>
</tbody>
</table>

State Priority 7: Course Access

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>A.) Course Access - All students, including all student subgroups, will have access to academic and educational program as outlined in the school’s charter.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

State Priority 8: Other Student Outcomes

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A.) Student Internships - 100% of all students will have the opportunity to participate in external work-based internships.</td>
<td>N/A</td>
<td>50%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
B.) Financial Literacy - 100% of students will demonstrate proficiency on financial literacy skills.

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
</table>

C.) Summer Bridge - 100% of incoming students will participate in Summer Bridge Program

<table>
<thead>
<tr>
<th></th>
<th>80%</th>
<th>80%</th>
<th>80%</th>
<th>80%</th>
<th>80%</th>
</tr>
</thead>
</table>

D.) Credit Recovery - 100% of students will have opportunities for Credit Recovery

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
</table>

**Standardized Testing**
ICEF Vista Business & Finance Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. ICEF Vista Business & Finance Academy does not test (i.e., STAR, CELDT, CAHSEE) with the District, ICEF Vista Business & Finance Academy hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**
ICEF Vista Business & Finance Academy acknowledges the importance of student assessments and the information derived from progress monitoring student achievement. ICEF Vista B&F Academy commits to consistent data analysis of student progress and to use the data in order to improve the instructional program. Assessments are consistent with the standards set forth by the California Common Core State Standards and College and Career Anchor Standards and are utilized as tools to determine student’s learning needs. ICEF Vista Business & Finance Academy utilizes the following formative and summative assessments for student learning:

<table>
<thead>
<tr>
<th>Assessment Tool Name</th>
<th>When Administered</th>
<th>Purpose for Administering</th>
<th>Performance Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA MAPP Assessments - Smarter Balanced Consortium - 10th Grade Science - EAP</td>
<td>Annually</td>
<td>Measure the achievement of CCSS and California content standards in English-language arts and Science</td>
<td>ICEF Vista Business &amp; Finance Academy seeks to meet or exceed the CA Mapp Targets in ELA and Math. ICEF Vista B&amp;F Academy seeks to meet or exceed proficiency in 10th grade Science and EAP.</td>
</tr>
<tr>
<td>Math Placement Exam</td>
<td>Incoming Students</td>
<td>To determine students’ math performance skills for proper placement To create instructional plans for students</td>
<td>All students will master core academic skills in reading and mathematics scoring 80% or higher.</td>
</tr>
<tr>
<td>Diagnostic Reading Exam</td>
<td>Beginning, Middle and End of the Year 6 weeks progress monitoring, as needed (intervention students)</td>
<td>To determine students’ Lexile levels To assess students’ reading progress</td>
<td>Students will meet the minimum Lexile levels the specific grade-level</td>
</tr>
</tbody>
</table>
To determine implications for instruction

<table>
<thead>
<tr>
<th>CAHSEE</th>
<th>Every March for sophomores. Subsequent administrations as necessary for upperclassmen.</th>
<th>To assess students’ academic skills in Math and English Language Arts to meet graduation requirement.</th>
<th>75% of students will pass the CAHSEE on the first administration taken in the 10th grade. At minimum, 20% of the remaining 25% of students will pass the exam by spring of senior year. ICEF Vista Business &amp; Finance Academy seeks to maintain a 95% student pass rate (by student’s senior year) of the CAHSEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICEF Benchmark Exams in English Language Arts, Math, Science, History and Foreign Language</td>
<td>Three times a year</td>
<td>To analyze students’ progress</td>
<td>Students will receive 85% or higher proficiency on Benchmark Exam.</td>
</tr>
<tr>
<td>Publisher Assessments, Teacher Assessments, Authentic Assessments, Performance Tasks and Projects</td>
<td>As needed Daily Monthly Before and After Every Unit</td>
<td>To assess students’ financial literacy</td>
<td>All students will master the content of the business and finance courses with 80% or higher.</td>
</tr>
<tr>
<td>Publisher Assessments, Teacher Assessments, Authentic Assessments, Performance Tasks and Projects</td>
<td>As Needed Daily Monthly Before and After Every Unit</td>
<td>To assess teaching practices and monitor student learning To inform instruction</td>
<td>Multiple times during the semester</td>
</tr>
</tbody>
</table>

**Data Analysis and Reporting**

1. Outline the school’s plan for collecting, analyzing, using, and reporting academic performance and other data. Address:
   - The role and use of data to inform instruction
   - The role and use of data to monitor and improve the charter school’s educational program and operations
   - The role and use of data to inform stakeholders of school performance

ICEF Public Schools utilizes the Illuminate Data System to track and monitor students’ progress on classroom and state standardized assessments. Administrators, teachers and the Home Office Instructional Team regularly analyze student data to identify strengths and weaknesses, address student misconceptions, create action plans for instruction and determine areas for intervention. Goals are clearly communicated with students and parents on a regular basis on progress reports, during parent conferences, on report cards, and regularly throughout the year.

Additionally, teachers across ICEF meet together in organization-wide Professional Development Days in role-alike groups (content area or grade-level cadres) to participate in critical inquiry and share best practices. The Home Office Instructional Team regularly analyzes the data to create organizational wide Professional Development plans and determine goals for improvement. Similarly, the Vice-President of Instruction conducts Data Talks with School Site Directors to determine school-wide action plans. Student achievement data is also regularly shared with the ICEF Board of Directors.

**Grading, Progress Reporting, and Promotion/Retention**
2. Describe the school’s grading and progress reporting systems. Address:
   - Grading policy
   - Type and frequency of progress reporting
   - Promotion/retention policy and procedures

**Grading Level Classification and Grading Policy**

ICEF Public Schools is committed to providing a quality education for its students based on the Common Core State Standards in order to prepare students for college and career readiness. ICEF Vista Business & Finance Academy will provide students with the foundation of economics, personal finance, business planning and entrepreneurship and will work closely to ensure that students are provided resources and support their achievement. Students are encouraged to exceed the minimal requirements for entrance into the California public university system upon graduation from high school.

Promotional status is based on credits earned, not years in attendance.
- 9th grade students must earn a minimum of 60 credits to promote to 10th grade.
- 10th grade students must earn a minimum of 120 credits to promote to 11th grade.
- 11th grade students must earn a minimum of 180 credits to promote to the 12th grade.

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Credits</th>
<th>UC A-G Requirements</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td></td>
<td>Subject</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>40</td>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>30</td>
<td>Laboratory Science</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>30</td>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
<td>Visual and Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>20</td>
<td>College Prep Elective</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Courses</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics in Business</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Principals of Finance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ICEF Vista Business & Finance Academy students are also required to earn 25 Community Services Hours per school year or 100 hours before graduation. Students may begin to earn Community Service Hours in the 9th grade. The Parent Liaison will monitor hours earned. Students may earn Community Service credit by participating in any approved on campus or off campus activity.
Grading Policy

<table>
<thead>
<tr>
<th>Grades 9th-12th</th>
<th>The following scale is used to evaluate citizenship and work habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>F</td>
<td>69-60</td>
</tr>
</tbody>
</table>

* Before a student receives a grade of “F” the parents/guardian must first be notified.

Parent-Student Teacher Conferences
ICEF Vista Business & Finance Academy commits to consistent communication between home and school. When a student experiences academic challenges, the teacher and/or college counselors are required to schedule a meeting with the parents to discuss the progress and determine an action plan for improvement. Additionally, parent conferences are scheduled each semester. Progress reports are reviewed and parents are provided with academic updates.

Progress Reports
Progress reports are issued at the middle of each semester. Progress reports are not final and indicate a student’s performance during that time.

Report Cards
Report cards are issued at the end of each semester. Report cards reflect final grades that will be posted on the student’s high school transcript.

**Measurable Goals of the Educational Program**
Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), 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

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

Governance Structure
ICEF, a California non-profit 501 (c)3 corporation, is the Charter Management Organization (hereinafter refer to as “CMO”) for IVB&FA. As the CMO for IVB&FA, ICEF’s Board of Directors has the legal and fiduciary responsibility for IVB&FA. ICEF provides LAUSD with annual programmatic and fiscal audits for all of its authorized charter schools. All management responsibilities not specifically designated to the Board are delegated to the CEO and the Executive Management Team, which is comprised of the Chief Financial Officer, Chief Operating Officer, VP of Schools and VP of Instruction.

ICEF’s Board of Directors is a self-selecting and self-governing body as outlined in its Articles of Incorporation and By-laws. LAUSD representatives, parents, employee, or community member may attend any ICEF Board meeting that is open to the general public. The Board, by written resolution, may create one or more committees, each consisting of two or more voting members who serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Standing committees of Board of Directors include: Audit, Executive, Finance, Nominating, Governance, Financial Development, Program Development, and Special Committees. Restrictions on the powers of committee are itemized in Article 7.23 of ICEF’s Bylaws.

Major Roles and Responsibilities of School’s Governing Board
The Board provides fiscal accountability by approving and monitoring the budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range academic and financial goals and annual objectives, the monitoring the general policies such as health, safety, facility use and maintenance, and fundraising, and ensuring that school resources are managed effectively. The ICEF Board assesses the school’s progress with regard to its academic goals and is responsible for ensuring that the academic leadership is held accountable for fulfillment of those academic goals.

Additionally, Board’s duties include but are not limited to:
- Articulating the mission and core values
- Leading effective organizational planning
- Ensuring financial sustainability by proving fiscal accountability, monitoring the budget, and ensuring effective use of school resource
- Conducting oversight of academic program
- Creating a comprehensive public relations strategy
- Self-evaluating and improving performance
- Approving and monitoring general policies and procedures

Major Roles and Responsibilities of Executive Team
The Board of Directors delegates the corporation’s day-to-day operations to the Executive Management Team. ICEF’s corporate office provides services for general school operations including but not limited to human resources, IT operations, fundraising, grant writing, facility and site development, real estate purchases, budgeting/forecasting, accounting, payroll, compliance/reporting, service vendor contract negotiations, management, acquisition and special projects. Moreover, ICEF’s corporate office supports the schools’ instructional operations, professional development, student services coordination, and curriculum implementation. ICEF monitors and adheres to the applicable charter process and laws. ICEF uses an accounting system that adheres to Generally Accepted Accounting Principles (GAAP).
• **Chief Executive Officer:**
  - Carrying out the plans and goals established by the Board of Directors.
  - Acts as liaison between the Board and the executive team.
  - Lead in the development and implementation of the organizations vision, mission, and overall direction.
  - Presides over the organizations day-to-day operations.
  - Ensure that ICEF operates within approved budgets and operating plans.
  - Ensure that Board Members have adequate and current information to make sound decisions and judgments.
  - Ensure that ICEF is appropriately organized and staffed.
  - Ensure compliance with legal regulations, laws, and requirements.
  - To sit on committees of the Board where appropriate as determined by the Board.
  - Develop and implement operational policies, strategic plan, and Annual Operating Plans.

• **Chief Operating Officer/Chief Financial Officer:**
  - Responsible for managing the organization’s day-to-day operations and reporting them to the CEO.
  - Overseeing ICEF’s accounting, finance, operations, human resources, IT operations, special projects, legal functions, and administration and facilities departments.
  - Insures compliance with federal, state and local regulations.
  - Develops administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
  - Oversees the preparation of quarterly and annual financial statements.
  - Develop and implement training programs to expand the capacity of all staff.
  - Ensure the continued financial viability of ICEF’s operational units through sound fiscal management.
  - Oversee all purchasing and payroll activity for staff and participants.
  - Oversee the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports, reports to funding agencies, development and monitoring of organizational and contract/grant budgets.
  - Monitor banking activities of the organization.
  - Oversees the maintenance of the inventory of all fixed assets, including assets purchased with government funds (computers, etc.) assuring all are in accordance with federal regulations.

• **Vice President of Instruction:**
  - Plans, designs, develops and delivers district wide education program and services that fulfills the institutional mission.
  - Directs district-wide professional development for teachers and administrators, leads the transition to Common Core State Standards, and oversees the Blended Learning program.

• **Vice President of School:**
  - Directs the school based operations and non-instructional activities of administrators.
  - Plans and develops internal systems of operations and infrastructure to support instructional activities and goals and administers all Title funded programs.
  - Responsible for ensuring meaningful involvement of all school stakeholder’s in schools decision making process.
  - Chairs the SLE Reviews panel on behalf of the Board.
Governing Board Member Composition
ICEF’s Board consists of a minimum of three (3) and no more than twenty-one (21) members. Pursuant to Section 5227 of the California Nonprofit Law, no more than 49 percent of persons serving on the Board of Directors may be interested persons. Board members represent a variety of perspectives, ethnicity, race, gender, age, geography, disciplines, and socio-economic backgrounds. Collectively, board members constitute as wealth of skills, knowledge and expertise crucial to charter school operations, including but not limited to education reform, charter school management, business administration, public administration, legal, financial, real estate, fundraising, strategic planning, marketing, human resource and public relations. Board member’s abilities and associations serve as key resources to charter’s school operations.

ICEF Current Board Members are (Effective January 1, 2014):
• Richard Riordan, Chairman of ICEF Board and Former Mayor of the City of Los Angeles, Term Exp. June 30, 2015
• Simeon Slovacek, Ph.D., Professor of Education at California State University at Los Angeles, Term Exp. June 30, 2014
• Frank Baxter, former ambassador to Uruguay, Term Exp. June 30, 2015
• David Moore, parent and Partner in MetalSales Associates, Term Exp. June 30, 2016
• Julie Kellner, Community Member, Term Exp. June 30, 2014

Member Selection Criteria and Process
• Selection Process: The Chairman of the Board, or if none the Chief Executive Officer, appoints a Nominating Committee. The nominating committee develops the criteria for new board members based on the current board needs and that reflect the skills needs for the effective oversight of the schools. Based on the criteria, the nominating committee will recruit, evaluate and recommend qualified candidates for election to the Board of Directors. Prior to the new board member election and approval, the nominating committee furnishes information on each candidate to all members of the board. Prospective Board Members must also complete a Due Diligence Questionnaire as part of the interview and selection process. The full board may elect new members by majority vote at any Board meeting. The Nominating Committee also develops and administers orientations for newly elected board members.
• Length of service Terms: Each Director holds office for a three (3) year term (as detailed in Article Vii, Section 7.3 of Bylaws) or until a successor is designated and qualified. Terms of Directors will be staggered to provide continuity of management and operational control to the organization.
• Process and potential considerations for determining a need to select/add board members: The number of Directors shall be no less than three (3) and no more than twenty-one (21), the exact number will be determined from time to time by a majority of the then authorized and acting Directors.
• Board member qualifications: All board members must represent the core values and mission of ICEF Public Schools. The Nominating Committee recommends candidates who have the skills, knowledge, and abilities necessary to provide effective oversight of school operations. The specific criteria will vary based on current board compositions and needs.

Governance Board Procedures and Operations
• Compliance with Brown Act: ICEF follows all applicable California nonprofit public benefit corporation laws. ICEF and IVB&FA comply with the requirements of the Ralph M. Brown Act with regards to all issues related to the governance and operations of IVB&FA, including, but not
limited to meetings regarding policies, education, and fiscal issues. ICEF Board of Directors receives an annual Brown Act training, which is reflected in the Board Minutes.

- **Public Meetings:** Currently, meetings are held monthly, on the third Thursday of the month. A minimum of eight meetings are scheduled each year and are held from 4:00p.m. to 6:00p.m.at the ICEF corporate office, at 5120 W. Goldleaf Circle, Suite 350, Los Angeles, CA 90056. ICEF Board of Director’s Meeting schedule is set at the conclusion of each fiscal year. Board meeting agendas are posted within 72 hours of any regularly scheduled at the following locations: (1) ICEF’s Corporate Office (lobby), (2) in a visible location outside of school’s Main Office, (3) CMO and school’s websites. Board Minutes can be obtained from ICEF’s corporate office and school sites five (5) days after approval by the Board of Directors.

- **Special Meetings:** Meetings will be held at ICEF’s corporate office. Agendas for Special Board meetings will be posted within 24 hours of any special Board Meeting in a visible location at (1) ICEF’s Corporate Office (lobby), (2) School’s Main Office, (3) CMO and school’s websites. Board Minutes can be obtained from ICEF’s corporate office and school sites 24 hours after the meeting.

- **Closed Meetings:** As permitted under the Brown Act, the Board of Directors may hold a close meeting as part of a regular or special meeting (CA Government Code 54956.7-54957.8.) Closed meetings may be held to discuss personnel issues involving appointments, employment performance evaluations, discipline, complaints about dismissal of a specific employee or potential employee. Closed sessions will also be used to discuss student issues in regards to specific student disciplinary and special needs issues. ICEF will provide advance notification to the public of its intention to hold a closed session. The Agenda will describe the items to be discussed in a general way.

**Governing Board Decision-Making Procedures:**

- **Quorum Requirements:** A majority of the voting Directors then in office shall constitute a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned.

- **Board Action (voting) Requirements:** If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors.

- **Abstention and teleconference participation:** Participation by board members in a teleconference (where all members participating in the meeting are able to hear one another), will constitutes presence at the meeting. Teleconferences will be conducted in accordance with procedures set forth in California Code 59953 (B). Teleconference access numbers will be included in meeting agenda.

**School’s Stakeholder Involvement Plan and Process**

ICEF Public Schools is dedicated to the notion of shared decision making. The governance structure is designed to assure that members of the school community shares in the decision-making process. To this end, ICEF has developed various opportunities in which stakeholders (i.e. Parents, school staff, community members, and high school seniors) can participate in the school’s decision-making process, as well as, in the shaping and implementation of the school’s educational program. The following describes the various types of teacher and parent involvement practices employed throughout ICEF.

**School Site Council**

The School Site Council (SSC) is a group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school’s improvement plan. It is a legally required
decision-making body for any school receiving federal funds. All ICEF school will form a School Site Council and adhere federal and State regulations (Education Code 52850-52863) in regards its operations.

Each individual SSC will provide recommendations to ICEF’s Board of Directors at the end of each school year. The recommendation will be in the form of a Single Plan for Student Achievement (SPSA), which will address how funds provided to the school (through any of the sources identified in Educational Code Section 64000), will be used to improve the academic performance of all pupils. Goals recommended will be based on verifiable state data and may include internal district measures of student achievement. Established goals may related to general school operations, including but not limited to, curriculum/educational programs, school safety, budgeting decision on categorical expenditure and programs, school policies, and parent involvement practices. The School Site Council will monitor the implementation and annually revise improvement strategies and expenditures.

The School Site Council meets on a regular basis to provide proposed suggestions to the school director in regards to the school’s operations. The School Site Council is composed of a minimum of ten (10) elected members and adheres to state regulations for membership requirements: (50% parents/community members, 10% Director, 30% teachers, and 10% other school staff).

**Teacher Grade Level Meeting with Directors**
Grade level teams meeting, composed of grade level teacher representatives, directors, and instructional coaches, will take place a minimum of four times per year. The goal of Grade Level Meetings is to collaboratively analyze student needs, design classroom instruction and intervention strategies and determine needed teacher professional development.

**Cadres**
Cadres are small work groups formed on an as needed basis to address specific school concerns. Cadres are comprised of members from the school community: teachers, support staff, administrator(s), parents, students, and those community members who are active participants in the school. School staff, parents, and community members may serve on any cadre. Cadres will be formed as needed and disbanded after their work is complete (when the school has successfully addressed the challenge area). An inquiry process is followed by the cadre to explore possible solutions to previously prioritized areas of concern and suggests solutions to the school directors. Typical Cadres includes Curriculum, Volunteers, Fundraising, and Operations.

**Parent Involvement Policy**
Parent involvement is a key factor in student academic performance. For this reason, parents are expected to be active participants in their child’s education venture by communicating with teachers and monitoring their child’s academic process. Parents are also encouraged to visit school sites as this helps brings the school community closer and increases the responsiveness of school administration. All ICEF Public Schools will have a paid, full-time parent liaison who will work with parents to coordinate parent involvement, meetings and volunteer opportunities. The Parent Liaison will also serve as an intermediary between the school and families and act as an advocate for parent concerns. The use of communication tools such as SchoolReach, PowerSchool, email, and text message will enable school staff to keep parents abreast on important updates, events, and activities.

**Type of Parent Involvement:**
ICEF and IVB&FA provides many opportunities for parent involvement, including but not limited to: classroom support, school support, School Site Council activities, Parent Information Meetings, Parent Grade Level Meetings, and other as described below.
• **Parent Orientations:** Provided to all new and returning parents in order to inform them about school’s parent and student expectation, curriculum offered, and district’s college-readiness model.

• **Parent Information Meeting:** The Parent Liaison and key parent leaders will hold monthly Parent Information Meetings (PIMs) to inform parents on a variety of school issues. PIMs also serve as a platform for parents to voice concerns regarding operation or education issues. The Parent Liaison will seek active parent participation in meeting and will work with parents to devise strategies to involve parents in school programs.

• **Parent Grade Level Meetings:** These meetings are held after each Parent Information Meeting, and are facilitated by parents with the assistance of school administrators and teachers. The objective of these meetings is to provide parents with grade specific information and collaboratively plan student-centered activities. The officers for grade level are (1) Grade Level Chair, (2) Treasurer, (3) Secretary, and (4) Field Trip Coordinator. The officers are elected by each grade level parents on an annual basis.

• **Parent Volunteering Opportunities:** To promote family involvement in ICEF schools, ICEF offers parents many opportunities for volunteering in a variety of capacities, including but not limited to: teacher support, student yard supervision, special events coordination, cafeteria duties, main office support, and parent leadership opportunities. To encourage this behavior, ICEF requires that each family completes 40 volunteer hours each school year.

• **Parent Classroom Observations:** Parents can become involved in their child’s education by conducting a classroom observation. A classroom observation can be a planned or unplanned classroom visitation that allows parent to observe student in their learning environment.

• **Parent-Teacher Conference:** School wide Parent-Teacher conferences are held once a year and are an essential for effective communication between teachers and parents. Parents are encouraged to schedule as many parent conferences with their student’s teachers as deemed necessary to ensure the academic success of the student.

**Survey of Entire School Community**

Students, parents, administrators, instructional and non-instructional staff will be asked to complete a survey on a bi-annual basis to help identify areas of needed improvement in both instructional and non-instructional operations. These surveys are completed online at the end of each semester. School computer are made available to parents to complete surveys. The analysis of these survey results are shared with the executive team and serve as guidelines for future school-wide trainings, programs and policy development.

ICEF’s Organizational Chart
**GENERAL PROVISIONS**

As an independent charter school, ICEF Vista Business & Finance Academy, 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.

ICEF Vista Business & Finance Academy shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the ICEF Vista Business & Finance Academy’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 Charter School amends its bylaws, it 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.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education 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 which 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 ICEF Vista Business & Finance Academy 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 Cal. Admin. Code, tit. 5, §§ 4600 et seq.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

ICEF Vista Business & Finance Academy shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

ICEF Vista Business & Finance Academy, 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. ICEF Vista Business & Finance Academy, 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.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations 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**

ICEF Vista Business & Finance Academy shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by ICEF Vista Business & Finance Academy. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer 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.
Element 5 – Employee Qualifications

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

Listing of All School Positions for IVB&FA

- Administrators
  - VP of Schools (Certificated)
  - VP of Instruction (Certificated)
  - Director
- Certified Staff
  - Teachers
  - Special Education Teacher
  - Director of Counseling and Student Services
  - Assistant Special Education Director
  - Special Education Resource Specialist (Instructional Support Staff)
  - Literacy Instructional Coach (Instructional Support Staff)
  - Math Instructional Coach (Instructional Support Staff)
  - Instructional Specialist (Instructional Support Staff)
- Classified staff
  - Instructional Aides (Instructional Support Staff)
  - Special Education Intervention Specialist (Instructional Support Staff)
  - Facilities Manager
  - Office Manager
  - Parent Liaison
  - Data Compliance Analyst
**TITLE: VP OF SCHOOLS**

**Summary:** The Vice President of Schools (VP Schools) supervises, coaches, develops, supports and evaluates all school Directors of ICEF schools. Being able to work both independently and as part of a team is essential to success. The VP of Schools is a part of the Executive Team and will work closely and collaboratively with the CEO, COO and VP of Instruction on organizational strategy and the successful completion of ICEF’s organization goals.

**Reports To:** CEO

**Responsibilities:**
- Ensure achievement of ICEF’s mission
- Evaluate school Director performance and capabilities
- Collaborate with Executive Team and Board of Directors to define and implement the strategic direction of the organization
- Work closely with CEO and Executive Team to create a performance-driven, student-centered culture throughout ICEF and maintaining a highly motivated employee force
- Interpret, develop, and recommend policies and regulations that govern the overall operation of ICEF schools
- Ensure school compliance with local policies and regulations, state and federal requirements, and ICEF Core Values
- Collaborate with the VP of Instruction on staff development for teachers and Directors
- Work closely with VP of Instruction to ensure schools adapt and adjust their educational activities to increase student performance through data driven activities and processes.
- Plan and provide oversight of staff and Director meetings
- Coach and mentor Directors Assistant Principals, Deans and other school site administrators
- Serve as a liaison between home office and school Directors
- Develop and strengthen community partnerships and relationships
- Assist in guiding the school budgeting process to maximize resources that focus on student learning and programming
- Investigate and write responses to school concerns and complaints to various organizations including the CDE, LAUSD, Community Organizations, the ICEF Board and others
- Work to prepare staff and students for testing season activities.
- Assist schools in preparing for LAUSD site visits and WASC processes and inspections
- Work with the VP of Instruction to create effective and productive professional development experiences that lead to improved teacher performance by increasing Teacher classroom management and instructional skills.
- Work with school site staff and the Director of Community Relations to create effective PIM meetings, increase community involvement in the schools and ensure adequate school enrollment
- Interact with the ICEF training team to provide suggestions for specialized training sessions for the school site staff
- Work with Directors and staff to develop an effective and efficient school office
- Work with staff to insure comprehensive data management policies and procedures.
- Provide leadership to special projects assigned by ICEF home office
- Performs other duties as assigned
Qualifications:

- Valid CA Administrator credential required
- Principal experience required, Secondary preferred, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- Proven record of improving student achievement by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school
- Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff
- Possesses the political and social skills which contribute to the successful growth of the organization and ensure the maintenance of high quality teaching and learning
- Able to balance the need for direction at the system level with the need for a strong sense of ownership and responsibility at the school level
- Is a visionary and leader who sets high expectations, leads by example and inspires high quality performance
- Has core values that are consistent with those of ICEF Public Schools
- Is visible, approachable and communicates effectively with stakeholders
- Keeps the interests and needs of student learning central to the work of the organization
- Has a passion for achieving the educational mission of the organization
- Is able to build the capacity of principals to provide high quality leadership aligned with ICEF standards
- Is a self-starter with a strong sense of personal accountability and responsibility that can work well in a fast paced, entrepreneurial environment
- Willingness to continually learn, listen and collaborate with all stakeholders
- Flexible and able to multi-task: can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- The executive presence to inspire confidence and passion in both internal and external audiences
- Ability to quickly build authentic interpersonal relationships
- Commitment to the belief that all students can learn and have educational equity
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: VP OF INSTRUCTION

Summary: As an integral member of the Senior Management Team, the VP of Instruction is responsible for articulating the vision of the instructional program at ICEF Public Schools and ensuring that each school makes strides toward achieving the mission that all students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation.

Reports To: Chief Executive Officer

Responsibilities:
- Work with the school leaders to set and ensure the attainment of annual measurable goals for their site.
- Develop and lead school administrators in their roles as instructional leaders and site managers by creating individual growth plans and performing evaluations.
- Direct the organization wide professional development and ensure that efforts are responsive to the overall trends and needs of the organization as evidenced by school data.
- Supervise and guide all Academic Home Office staff in supporting schools.
- Works directly with Chief Executive Officer to determine the overall strategy of the organization and develop short and long term goals
- Create, refine, and articulate organization wide structures and policies that ensure schools are able to achieve their goals and the mission and vision of the CMO.
- Assist and guide administrators as they disaggregate and share assessment data and identify how they will use that data to conduct a cycle of inquiry.

Qualifications:
- Demonstrate knowledge and support of the ICEF mission, vision, goals, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
- Recognize and be sensitive to the various cultural differences that present challenges to student learning
- Experienced with diverse youth in an urban area
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader and team player
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff
- 2 or more years of educational administrative experience
- 3 or more years of experience teaching in an urban district
- A commitment to both excellence and equity
- Relentless drive to attain results
- Experienced instructional leader, with curriculum, pedagogy
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: SCHOOL DIRECTOR

Summary: The Director serves as the instructional leader and chief administrator of an ICEF Public school; incumbent is responsible for the direction of the instructional program, supervisor of faculty and the operation of the school site. Director, in conjunction with staff, is empowered to make all decisions over hiring, instructional, and budget decisions. Director will be held accountable for delivering student results in line with agreed upon goals.

Reports To: VP of Schools

Responsibilities:

LEADERSHIP-CURRICULUM AND INSTRUCTION
- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school’s mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional program and courses are implemented consistent with California State Standards.
- Organizes and coordinates professional development activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, such as workshops, meetings, credit class, etc.

ADMINISTRATION AND ORGANIZATION
- Supervises building custodial/maintenance staff to ensure a clean and well-maintained building and encourages energy conservation measures.
- Maintains both formal and informal lines of communication to all staff while meaningfully involving them in the operation of the school.
- Schedules and conducts faculty meetings and professional development on a weekly basis.
- Ensures all school personnel, including administrators, teachers and staff are properly trained in complying with child abuse reporting requirements.
- Supervises an adequate system of teacher, pupil, and staff records.
- Directs the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Supervises routine health and safety inspections and works closely with ICEF Public Schools to insure adherence to local, state and federal health and safety standards.
- Participates in negotiations and supervises the implementation of the contracted school lunch program.
- Oversees the collection and deposit of all student fees.
- Recommends purchase of all new equipment and instructional supplies.
- Ensures the publication of regular newsletters and bulletins to convey the school message to the community.
- Maintains effective relations with parents, parent groups and the community. Interprets the goals, objectives and programs of the school to parents.
- Maintains an up-to-date system of student attendance and discipline records.
- Submits all reports required by the State, Charter authorizer or other regulatory agency.
- Maintains communications with all appropriate ICEF Public Schools.

FINANCIAL AND BUSINESS MANAGEMENT
• Works with ICEF Public Schools to create and manage the school budget.
• Supervises the approved budget for the school and the receipt, care and inventory of equipment, furniture, and supplies purchased for the school.
• Evaluates the general condition and needs of the physical plant.
• Maintains accurate records and receipts for all monies associated with the school bank account and petty cash funds maintained by the school.

PUPIL PERSONNEL
• Prepares all students to attend college.
• Strives to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
• Establishes rules and sets the tone for student discipline commensurate with ICEF Public Schools’ philosophy and policies and current school law.
• Enforces rules consistent with the approved Charter petition, the school’s philosophy and current law.
• Carries out and supervises disciplinary consequences for students who violate student code of conduct.
• Maintains communication with the student body in regular community meetings and interactions.
• Develops a program of orientation and acclimation for all new students.
• Assumes responsibility for security and pupil safety within the building; develops procedures designed to protect and enhance the safety of students and staff, and to promote the security of property and equipment.
• Protects the interests and wellbeing of all students by ensuring that any allegations of employee misconduct towards a student, whether physical, sexual, or emotional, are taken seriously and handled in a timely manner.
• Coordinates the school’s extra-curricular activities with assistance of volunteers, staff and parents.
• Coordinates and supervises an effective guidance program to insure student awareness of and access to the services provided.
• Promotes the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, Service learning, etc.

COMMUNITY RELATIONS
• Develops and maintains a positive communication system with the community and is responsive to meaningful input.
• Encourages all staff to be sensitive to the community and to be aware of the public relations Responsibilities: and opportunities inherent in their positions.
• Develops and maintains parent resources within the school and engages parents in volunteerism in the school.

Qualifications:
• Bachelor’s Degree. MA, MBA, Ed.D, PhD, or JD preferred.
• CA Teaching Credential
• California Administrative credential
• At least 4-5 years of full-time teaching experience
• At least 2 years of administrative experience.
• Possess a valid California driver's license and responsible driving record, pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance.
TITLE: TEACHER

Summary: Teachers are responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. Teachers are expected to support and enforce the school’s mission, core values, philosophy, its policies and procedures.

Reports To: School Director

Responsibilities:
- Teachers are expected to aspire to effective performance in all areas of the ICEF core values, principles and instructional strategies as described in their ICEF Effectiveness Criteria for Classroom Instruction.
- Teachers will create a powerfully engaging curriculum designed to move students towards meeting proficient performance of the high priority standards identified in ICEF Instructional Guides and prescribed by the California State Standards.
- Teachers will regularly provide lesson plans to Director as agreed to with Director.
- Teachers will provide clear information (through periodic course syllabus) to students and parents regarding class objectives, weekly assignments, homework requirements, grading rubrics and grading scale.
- Teachers are expected to employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
- Teachers are expected to use Benchmark Exam results to determine differentiated re-teaching needed for low performing students.
- Teachers are expected to implement ICEF’s Essential Elements: College Going Culture, College Style Discourse, College Level Analytical Writing, College Style Study Habits, and Backward Mapping to College Standards.
- Teachers are expected to collaborate with Special Education Team and ELL Support Staff to ensure that students with additional needs are able to access the curriculum.
- Teachers will create and maintain a nurturing, structured and engaging classroom environment.
- Teachers are expected to have a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Teachers are expected to use PowerSchool to maintain accurate and up-to-date records of attendance, coursework, and to submit student report cards and school-wide assessment records on time.
- Teachers are expected to participate actively in all professional development session.
- Teachers are expected to attend and participate in monthly PIM (Parent Information Meetings), back-to-school nights, parent conferences, and office hours/tutoring as communicated by administration and track all efforts to create consistent and meaningful communication with parents.
- Teachers will work required school hours (half an hour before school day begins to 4:00 p.m.), dressed professionally, and adhere professional code of conducts.
- Teacher will perform other duties as assigned by Director.

Qualifications:
- Bachelor’s Degree
- Possession of a valid internship, preliminary, or clear California Teaching Credential
- Strong commitment to ICEF’s mission and values
• Desire to teach in an urban school environment
• Confident in managing student behavior
• Ability to work under pressure and adapt to change easily
• Demonstrated success working with students from educationally underserved areas
• Possession of either a Bilingual, Cross-Cultural, Language or Academic Development (BCLAD) certificate; a Cross-Cultural, Language and Academic Development (CLAD) certificate; a Bilingual Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate is desirable.
• Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: SPECIAL EDUCATION TEACHER

Summary: The primary role of the Educational Specialist is to provide instructional services to students with disabilities whose individualized education program team determines that services through the resource specialist program is the least restrictive environment. The Educational Specialist will support students in general education with mild moderate disabilities participating in the core curriculum. In collaboration with the general education teacher through co-teaching, co-planning and direct services the Education Specialist will provide support with accommodations, assessment information and behavioral implementations.

Reports To: VP of Instruction

Responsibilities:
• Instruction and services for students whose needs have been identified in an Individual Educational Program and are met in general education program.
• Information and assistance to students with disabilities and their parents.
• Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members.
• Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.
• Monitoring of pupil progress on a regular basis, participating in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the Individualized Education Program (IEP) team.

Qualifications:
• Bachelor’s Degree. MA, MBA, preferred.
• Candidate is required to have 1-2 years including an internship
• CA Teaching Credential
• At least 4-5 years of full-time teaching experience
• Possess a valid California driver's license and responsible driving record, pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance.
TITLE: DIRECTOR OF COUNSELING AND STUDENT SERVICES

Summary: Supervises and coordinates programs pertaining to Psychological, Counseling and Student Services.

Reports To: VP of Schools

Responsibilities:
- Plan, organize, administer and supervise student services programs, services and staff ICEF wide.
- Coordinate, provide guidance and supervise the Psychological and Counseling Teams ICEF wide.
  - Train, recruit and evaluate all ICEF employee team members and contracting agencies
  - Train, recruit and evaluate all Social Work, Psych and Counseling Interns
  - Provides Professional Development for Directors, Certificated and Classified Employees in the areas pertaining to psychological and counseling services for students
- Coordinate and monitor counseling programs in the areas of:
  - Positive Behavior Support
  - Life Skills / Community Counts
  - Safe and Civil Schools
- Coordinate and supervise a Positive Behavior and Intervention program (RTI) ICEF wide.
  - Program includes, but not limited to, the instruction of social/emotional skills
- Provide support in resolving litigious cases and Due Process cases ICEF wide.
- Provide support and resources for students and Families in Transition (FIT) per the McKinney Vento Homeless Assistance Act.
- Coordinate and maintain the archive and retrieval systems for all psycho-educational files ICEF wide.
- Maintain compliance in designing frameworks for tracking psycho-educational evaluations
- Maintain case management protocols for resource specialist and maintaining psych files
- Enforces the Compulsory School Attendance (SARB) laws and guidelines provided in the Education Code & supervises attendance offices and programs at each ICEF site.
- Supervise and coordinate Health, Dental and Mental Health programs that are responsible for the health and wellness of students.
- Utilizes an extensive knowledge of compliance, laws, procedures, intervention and school-wide instruction support related to Special Education.
- Develop and maintain the Counseling Resource Guide and maintain procedures for updating and building the portfolio.
- Develop, maintain and provide Professional Development for the Crisis Intervention Manual and procedures ICEF wide.
- Coordinates and supervises the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services.
- Facilitates the integration of related services into general and special education programs to meet student needs.
- Coordinate, plan and implement professional development for all related services programs and providers.
- Supervises the provision of related services (DIS providers) and the appropriate documentation as needed.
- Communicates pertinent related services to all necessary ICEF departments and employees.
- Develops and oversees all the budgets for related services, including cost analysis for all related services and programs.
- Participates in Special Education cases pertaining to recommendations of expulsion.
- Provides Professional Development to directors, staff and parents in the areas of counseling and student services.
- Coordinate and secure the compliance of all Related Mental Health Services (ERMHS), assessments and services per the standards set forth by LAUSD guidelines.
- Compile and report all the necessary statistics regarding the Department of Counseling and Student Services to the appropriate management and funding sources.

**Qualifications:**
- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university, in the area of counseling or school psychology
- At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
- A California Administrative Credential, authorizing service in K-12 schools
- State License via the Board of Behavioral Sciences, California (L.E.P.)
- A credential in at least 1 of the following areas: Pupil Personnel Services- Counseling, School Psychology or Child Welfare and Attendance.
- At least eight school years of successful full-time service in a certificated position(s), no fewer than two years of which must have been in a management position.
- Knowledge of the California Education Code, District Board Rules, and District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts, as related to the District’s policy for special education services.
- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of special education.
- Knowledge of IDEA, PL-94-142, and Modified Consent Decree outcomes.
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to Modified Consent Decree. Understanding of how to use MCD data to change practice of related service providers.
**TITLE: ASSISTANT SPECIAL EDUCATION DIRECTOR**

**Summary:** Supervises and coordinates programs pertaining to Special Education Related Services.

**Reports To:** School Director and VP of Schools

**Responsibilities:**
- Assists in Coordinating and supervising ICEF wide related services for students with disabilities. Monitors data and implementation of RTI.
  - Support DIS providers, RSP Teachers, Intervention Specialists at school sites to maintain special education compliance.
  - Assists with coordinating with SELPA and district supports, workshops and trainings for ICEFPS staff and parents.
  - Assists with developing and facilitating special education professional developments.
  - Disseminates inter-agency correspondences.
  - Manages confidential psycho-educational, speech and DIS provider reports.
  - Assists in managing cases of Informal Dispute resolution and Due process cases.
  - Supervises (provides guidance and support) DIS providers, psychologists interns and counselors.
- Provides technical support to CAO, Sped. Director and Site Directors in areas of related services.
- Provides leadership and direction to Special Education Faculty, particularly Resource Specialists, School Psychologists and School Counselors.
- Assists in Supervising and coordinating the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services.
- Monitors progress and achievement of Modified Consent Decree outcomes with regard to related services.
- Facilitates the integration of related services into general and special education programs to meet student needs in the least restrictive environment.
- Coordinate, plans, and implements professional development for related services providers.
- Supervises the provision of related services (All DIS providers) and documentation of reimbursable services.
- Supervises the provision of related services in compliance with special education laws and regulations.
- Uses current research to develop and implement innovative service delivery models.
- Directs and evaluates the performance of subordinate personnel.
- Communicates pertinent related service information to all Special Education Faculty, Charter Site Directors, and General Education Faculty.
- Meets regularly with all related service providers.
- Develops and oversees all the budgets for related services, including cost analysis for all related services positions.
- Meets regularly with special education, mental health, DIS and related service committee groups.
- Provides direction and assistance in the implementation, monitoring and evaluation of special education instructional programs to meet federal, State, and District compliance standards at all grade levels.
- Provides assistance and support to the Special Education office, SELPA and LAUSD Charter Office in the investigation and resolution of complaints, litigation, and due process related to special education compliance.
- Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures for the Special Education Policies and Procedures Manual.
**Qualifications:**

- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
- A California Administrative Credential
- At least eight school years of successful full-time service in a certificated position(s), no fewer than two years of which must have been in a management position.
- Knowledge of the California Education Code, District Board Rules, and District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts, as related to the District’s policy for special education services.
- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of special education.
- Knowledge of IDEA, PL-94-142, and Modified Consent Decree outcomes.
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to Modified Consent Decree. Understanding of how to use MCD data to change practice of related service providers.
- **Credentials:** One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:
  1. Service Credential with a specialization in administrative services.
  2. Standard or General Administration Credential.
- **Preferential Qualifications:**
  - Board of Behavioral Sciences – Licensure
  - School Psychologist/ Special Education DIS provider background
TITLE: LITERACY INSTRUCTIONAL COACH

Summary: The Literacy Instructional Coach will provide instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The Literacy Instructional Coach’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and the leadership team, the Literacy Instructional Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area b) supporting teachers in the design of units and lessons for the development of their year-long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices.

The Literacy Instructional Coach must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve ELA instruction, student learning and foster teacher development. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. The Literacy Instructional Coach is a part-time position for the 2013-2014 academic year.

Reports To: VP of Instruction

Responsibilities:

- The Literacy Instructional Coach will work closely with the teachers, administrators and the Home Office Instructional Team to strategically create and implement a plan to increase student achievement in ELA.
- S/he will play an integral role in the efforts to horizontally and vertically align ICEF’s literacy curriculum and oversee ELA progress monitoring throughout the schools.
- S/he will work collaboratively with the school personnel to advise directors and teachers on developing instructional strategies and intervention programs for struggling students.
- Collaborate with ICEF Home Office Instructional Team to plan and deliver pre-service summer professional development for new and returning staff members aligned to high priority initiatives and outcomes in the area of literacy.
- Support the development of high-quality/effective ELA instruction in all schools, grades K-12; observe and coach developing ELA teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with ELA cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Act as cadre leader in the event there is no qualified applicant. Help teacher teams develop both school-wide and classroom intervention plans.
- Work with CMO and school administrators to develop policies and school structures that facilitate the improvement of ELA instruction and the appropriate interventions and supports for students.
- Support and deliver guidance on literacy using 21st Century learning techniques and the transition to the Common Core Standards.
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.
Qualifications:

- Four year college degree
- Experience working with adult learners, coaching teachers, and delivering professional development.
- A deep understanding of theories of literacy, including the diagnostic teaching of reading and reading intervention
- An understanding of the California Standards for ELA, the Common Core Standards, and current trends and best practices in curriculum design and instruction
- At least 3 years of ELA teaching experience in an urban school setting, serving low income and minority students.
- Experience coaching, leading and supporting teachers
- Strong record of helping students achieve academic success, primarily with minority and low-income students
- Significant experience with ELA curriculum development and daily lesson planning
- Experience in analyzing data and using results to modify curricula
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding
- Unquestioned integrity and commitment to the ICEF mission and willingness to serve the ICEF community
- Reading Specialist certificate or credential a plus
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
**TITLE: MATH INSTRUCTIONAL COACH**

**Summary:** The Math Instructional Coach (MIC) will provide instructional support and coaching to all ICEF Schools as they work to ensure that each student is able to reach his or her academic potential. The MIC’s primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to math teachers and principals, the MIC is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each math teacher’s content area b) supporting math teachers in the design of units and lessons for the development of their yearlong curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the schools to support sharing of best practices. The MIC will work collaboratively with the Instructional Team to advise directors and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. The Math Instructional Coach position is a part-time position for the 2013-2014 academic year.

**Reports To:** VP of Instruction

**Responsibilities:**
- Collaborate with ICEF Home Office Instructional Team to plan and deliver pre-service summer professional for new and returning staff members aligned to high priority initiatives and outcomes in the area of mathematics.
- Support the development of high quality/effective math instruction in all schools; observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with math cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Act as cadre leader in the event there is no qualified applicant.
- Help teacher teams develop both school wide and classroom intervention plans.
- Work with CMO and school administrators to develop policies and school structures that facilitate the improvement of math instruction and the appropriate interventions and supports for students.
- Serve as the project lead for grants geared toward the improvement of math instruction
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

**Qualifications:**
- Bachelor’s degree (required)
- At least 3 years of math teaching experience required
- At least 2 years of experience leading other teachers to achieve strong academic results with historically underachieving students
- Experience working with adult learners, coaching teachers, and delivering professional development.
- Strong record of helping students achieve academic success, primarily with minority and low-income students
- A deep understanding of content specific and general pedagogy, the California Standards for Mathematics, the Common Core Standards, and current trends and best practices in curriculum design and instruction.
- Teaching and administrative experience in an urban school setting, serving low income and minority students.
- Significant experience with math curriculum development and daily lesson planning
- Experience in analyzing data and using results to modify curricula
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding
- Unquestioned integrity and commitment to the ICEF mission and willingness to serve the ICEF community
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: INSTRUCTIONAL SPECIALIST

Summary: The Instructional Specialist will provide instructional support and coaching to teachers at a specific school site as they work to ensure that each student is able to reach his or her academic potential. The Instructional Specialist’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and the leadership team, the Instructional Specialist is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each teacher’s content area b) supporting teachers in the design of units and lessons for the development of their year-long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant directors, directors) in the school to support sharing of best practices. S/he will work collaboratively with directors and teachers on developing instructional strategies and intervention programs for struggling students.

The Instructional Specialist must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve instruction, student learning and foster teacher development. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. The Instructional Specialist is a full-time 12-month position.

Reports To: VP of Instruction

Responsibilities:
- Support the development of high-quality/effective instruction at the school site; observe and coach developing teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Help teacher teams develop both school-wide and classroom intervention plans.
- Work with CMO and school administrators to develop policies and school structures that facilitate the improvement of instruction and the appropriate interventions and supports for students.
- Support and deliver guidance on literacy using 21st Century learning techniques and the transition to the Common Core Standards
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

Qualifications:
- Four year college degree
- Experience working with adult learners, coaching teachers, and delivering professional development.
- A deep understanding of instruction, including theories of literacy and effective math instruction
- An understanding of the California State Standards, the Common Core Standards, and current trends and best practices in curriculum design and instruction
- At least 3 years of teaching experience in an urban school setting, serving low income and minority students.
• Experience coaching, leading and supporting teachers
• Strong record of helping students achieve academic success, primarily with minority and low-income students
• Significant experience with curriculum development and daily lesson planning
• Experience in analyzing data and using results to modify curricula
• Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
• Model positive and healthy character traits and habits, such as being organized, consistent and understanding
• Unquestioned integrity and commitment to the ICEF mission and willingness to serve the ICEF community
**TITLE: SPECIAL EDUCATION RESOURCE SPECIALIST**

**Summary:** Assure that special education compliance is maintained on ICEF school campuses through the maintenance of the following: Support for the instructional program for students with special needs;

- Pertinent information and consultant services to staff members and parents;
- On-going student assessment and evaluation;
- On-going planning with regular classroom teachers (establishing and implementing a co-teaching plan) and also promotes and supports the school student success team.
- Provide workshop/learning center support.

**Reports To:** Director of Counseling and Student Services

**Responsibilities:**

- Develops individual educational programs for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective instruction to students.

**Qualifications:**

- Bachelor’s Degree, including appropriate coursework in education
- CA Special Education Credential and/or Resource Specialist Certificate (or be eligible for an Emergency Credential or waiver)
- Charter School Experience
- Experience as a teacher or special education support staff
- Knowledge of:
  - K-12 core curriculum content;
  - A variety of appropriate assessment tools to identify students with special needs; how to implement an integrated instructional program;
  - How to write effective, meaningful student goals and objectives;
  - Appropriate options of delivery methods and services;
  - How to coordinate services with the regular education classroom and program;
  - Appropriate modifications and interventions of classroom curriculum;
  - Due process rights and procedures; maintenance of tracking logs and official documentation of services.
  - Effective interpersonal communication techniques.
- Skills to:
  - Work with core curriculum and know where and how to access core curriculum content material;
  - Interpret and evaluate assessment results;
- Coordinate curricular areas to help establish an integrated program for each student;
- Conduct on-going evaluation of student goals and objectives;
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery as Needed.
- Work on a daily basis with teachers to develop and maintain teaming/communication;
- Support classroom modifications and intervention strategies;
- Translate all necessary documentation in an understandable format on Special Education forms and files;
- Use effective and appropriate communication techniques with students, parents, staff, agencies and community members.
- Work with students with exceptional needs.
- Modify core curriculum and implement appropriate teaching strategies

- Ability to:
  - Coordinate service with the regular education teacher and work with core curriculum;
  - Administer a variety of assessments; Plan for effective, meaningful integration of student instruction;
  - Implement curriculum that addresses student goals and objectives; Deliver methods and services to match specific student needs;
  - Work with regular teachers in a team effort to plan curriculum and student support; Develop and implement modifications and intervention strategies;
  - Document necessary federal and state due process rights and procedures; Work with staff using effective communication techniques.
TITLE: SPECIAL EDUCATION INTERVENTION SPECIALIST

Summary: Provide intervention and specialized instructional support to students with exceptional needs in ICEF – Public Schools

Reports To: Director of Counseling and Student Services

Responsibilities:
- Diagnostic evaluations for students for the purpose of determining student performance levels.
- Assists in implementing instruction to students for the purpose of ensuring educational support for IEP implementation.
- Support student instruction for the purpose of ensuring successful progress towards students’ goals and objectives.
- Consults/collaborates with staff, parents, and agencies for the purpose of operationalizing appropriate delivery of services and adherence to due process.
- Assists in carrying out services for students for the purpose of providing efficient and effective instruction to students.
- Other duties as assigned for the purpose of overall special education compliance.

Qualifications:
- Bachelor’s Degree, including appropriate coursework in education
- CA Special Education Credential and/or Resource Specialist Certificate (or be eligible for an Emergency Credential or waiver)
- Charter School Experience
- Experience as a teacher or special education support staff.
- Knowledge of:
  - K-12 core curriculum content;
  - A variety of appropriate instructional strategies to support students with special needs; how to implement an integrated instructional program;
  - Ability to implement student goals and objectives;
  - Appropriate options of delivery methods and services;
  - Effective interpersonal communication techniques.
  - Ability to:
    - Follow the instruction and support the special and regular education teacher and work with core curriculum;
    - Assist in completing RSP/ IEP, Case Management and service tracking documentation as needed;
    - Deliver methods and services to match specific student needs;
- Skills to:
  - Work with core curriculum and know where and how to access core curriculum content material;
  - Interpret and evaluate assessment results;
  - Coordinate curricular areas to help establish an integrated program for each student;
  - Conduct on-going evaluation of student goals and objectives;
  - Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery as needed.
  - Work on a daily basis with teachers to develop and maintain teaming/communication;
  - Support classroom modifications and intervention strategies;
Translate all necessary documentation in an understandable format on Special Education forms and files;
Use effective and appropriate communication techniques with students, parents, staff, agencies and community members.
Work with students with exceptional needs.
Modify core curriculum and implement appropriate teaching strategies.
TITLE: TEACHER AIDES

Summary: Teacher aides provide support for full-time teachers, helping them with clerical work and classroom activities. This can involve providing individual attention to students in need of extra assistance or monitoring students while the teacher is out.

Reports To: School Director

Responsibilities:
- Prepare materials for the class under the direction of the teacher
- Provide individual and small group assistance with classwork
- Reinforce classroom rules and directions to promote positive student behavior.
- Supervise students as they go to lunch, recess, or other areas on campus.
- Perform clerical work such as taking attendance, using an answer key to grade test, recording grading, drafting correspondence to parents, and handle routine filing of student’s work.
- Assist teacher in the maintenance and organization of the classroom environment

Qualifications:
- High school diploma
- Two years of college (minimum 60 units of core college credit, preferably in childhood education, child development, or other relevant fields)
- Associates degree or higher
- Understanding and patient
- Skilled at communicating with children and adults
- Practical, organized and able to solve problems
- Able to follow directives and work well as part of a team.
TITLE: OFFICE MANAGER

Summary: The School Office Manager supports the Director by performing complex, specialized clerical activities to manage the school office. He/She prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains students and attendance information systems; distributes mail; answers phones and responds inquiries. The School Office Manager is a full-time, salaried non-exempt, year round position.

Reports To: School Director

Responsibilities:
- Manages all aspects of attendance and student records (sets up and maintains student database and attendance records)
- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluations, and other confidential correspondence)
- Maintains a calendar for the director and school
- Handles, schedules and juggles multiple priorities and tasks
- Screens director’s mail and responds to all mail which can be handled in a clerical level
- Prepares and processes director’s correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
- Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents
- Duplicates and distributes a variety of records, reports and other materials as directed
- Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or direct to appropriate resource
- Facilitates communication among staff, students district personnel and other as required
- Maintains inventory of office and schools supplies: Requisitions, receives and distributes materials and supplies according to established procedures.
- Manages substitute teacher process
- Demonstrates knowledge of and support for the school mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.
- Perform related duties assigned

Qualifications:
- AA degree or equivalent work experience
- Five year experience in fast-paced administrative support position, experience in a school front office preferable
- Proficiency with Microsoft Office
- Efficient office management capacity
- Gracious receptionist and telephone techniques and etiquette
- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary
- Professional attitude and appearance to meet school standards
- Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy
- Establish and maintain cooperative and effective working relationships with others
- Make mathematical computations quickly and accurately
- Meet schedules and time lines
- Interpersonal skills using tact, patience and courtesy
- Ability to work effectively with constant interruptions
- Physical ability to operate a computer and office equipment
- Physical ability to lift light objects, kneel, bend and reach overhead
- May be required to administer first aid to students
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: PARENT LIAISON

Summary: This is a full-time, salaried position. The Parent Liaison is responsible for acting as a source of inspiration, encouragement and support to the school staff, parents, student and administration throughout the school improvement process. The position will be vital in ensuring that all stakeholders are knowledgeable on bills and issues that affect Charter schools and may be asked to mobilize parents and join other organizations that support Charter Schools in the event of a school initiative that needs attention. They will work closely with the Director of Community Relations to develop and implement a vibrant and effective student recruiting program. Some evening and weekends required.

Reports To: Director/ Director of Community Relations.

Responsibilities:

- Oversee and manage the recruiting process to ensure that each school reaches full capacity
- Represent ICEF as a branded CMO entity with multiple schools within the community, while stressing the benefits of an ICEF education for specific assigned schools.
- Attend cadre, steering committees, parent information meetings (PIMs), grade level meeting, parent liaison meeting, as well as district level and community meeting as needed.
- Be a part of the campus leadership team. May assist in student culminations and graduations
- Work closely with grade level position holder to schedule field trips and fundraisers.
- Provide school and community based volunteer opportunities so parent can actively participate in the life of the school, and maintain documentation of commitment hours
- Provide facilitators and/or willing to facilitate parent education training and workshops
- Assist with school sports program and the visual and performing arts department with promoting, advertising, ticket sales and marketing.
- Oversee the integrity of all activities involving monetary transactions.
- Responsible for collection of funds, preparing deposits and maintenance of financial records. Balance and reconciling school bank account.
- Work with college counselors to coordinate community service activities. Record community service hours for High School students.
- Ensure that the ICEF Core Values are followed and protect the integrity of the schools values and practices.
- Facilitate regular and special Parent Information Meetings.
- Strategize with Director of Community Relations and School Director to design and implement an effective school recruitment plan to ensure target enrollment is met.
- Will be expected to efficiently learn and execute school software programs and communication which will help to effectively maintain job duties and produce data as needed.

Qualifications:

- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and meeting deadlines
- The executive present to inspire confidence and passion in both internal and external audiences
- A track record of leading, motivating and developing high performance teams in diverse functions while contributing as an integral member of an executive staff
- Experience in school operations
- Detail orientated with exceptionally strong follow-up and follow-through skills, with a focus on results
- Strong analytical and critical thinking skills
• Proactive problem solver who demonstrates initiative
• Must demonstrate strong ethics, influence and negotiation, leadership, interpersonal skills, communication, the ability to engage in continuous learning
• Fundraising experience strongly preferred
• Excellent interpersonal and communication skills (written and oral)
• Ability to quickly build authentic interpersonal relationships
• Proficient in Microsoft Office Suite (Word, Excel, and Publisher)
• Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: FACILITIES MANAGER

Summary: This is a full-time, salaried position. Facilities Manager will perform a variety of maintenance and custodial tasks to ensure school facilities are maintained and clean.

Reports To: School Director

Responsibilities:
- Inspects school building and grounds for safety issues.
- Submits monthly inspection reports to the School Director.
- Discusses long term and short term cleaning, maintenance and repair program items and develops a working plan with the School Director.
- Perform basic building maintenance and minor repairs--i.e. lights, electrical, mechanical systems, clocks, plumbing, grounds/landscape and trash clean up and removal.
- Perform minor painting and graffiti removal.
- Set-up for facility functions; tear-downs; school moves/relocations; furniture delivery; assembly; and setup; and delivery of supplies.
- Perform related facilities maintenance support duties as required.
- Supervise teams working on major school maintenance issues.
- Perform minor carpentry, drywall, electrical, mechanical, painting, and power washing and painting work as required.
- Keep buildings, classrooms, grounds, and equipment in a maintained, clean and sanitary environment.
- Replenish and restock sanitary products (toilet paper, paper towels, foam soap, etc.) in areas as needed. Work with office manager to order additional or new supplies from approved vendors as needed. Work with School Director and Director of Operations and Administration (DOA) to order construction related products.
- Perform regularly scheduled maintenance activities during off school times (i.e. floor striping and waxing; re-working landscaping materials; building and sidewalk power washing;
- Will also assist with site security, building/life safety, and emergency drills.
- Performs duties as outlined on a daily task list prepared jointly by School Director Perform other duties as assigned by School Director.

Qualifications:
- Previous experience in a school setting preferred.
- Good interpersonal and communication skills including positive interaction with students, parents and visitors.
- Must be able to prioritize tasks.
- Must have basic custodial, maintenance and facilities skills.
- Must have at least two years of experience in construction or facilities maintenance.
- Must be able to lift 50 lbs. unassisted on a frequent basis.
- Must have a valid driver’s license and reliable transportation.
- Must be able to relate with students and school staff in a positive manner.
- Must exemplify ICEF’s Core Values
- Must have basic writing and computer skills.
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance.
TITLE: DATA AND COMPLIANCE ANALYST

Summary: This is a twelve month ICEF position. It is responsible for compiling, maintaining and ensuring the accuracy of student and school records and activities. Persons working in this capacity will collect and analyze information necessary for the completion and submission of a variety of reports. They will be assisting auditors, home office, and school personnel throughout the year in completing computer data inputs and auditing procedures. They will also be responsible in insuring that reporting deadlines are met and that the reports are accurate. Work at this level requires: (1) a good working knowledge of power school, power lunch, excel, word, access, and general computer skills: (2) a working knowledge of school and student reporting requirements, cum files, and school lunch programming. Those in this position will need to work independently against short deadlines with a high degree of functionality. The work that they create will be used by various people and agencies to provide accurate pictures of ICEF and its educational practices.

Reports To: Director of School and Student Information.

Responsibilities:
- Use the ICEF computerized information system to track student records and school information.
- Generate accurate reports from this data for various uses.
- Summarizes and analyzes information for reports due to LAUSD, CDE, Federal and State Programs, grant or other applications, ICEF Administration or the ICEF Board of Directors
- Develops standard reports for ongoing management needs.
- Prepares customized reports for internal school needs and assists in schools accountability reporting.
- Reviews student cum files to insure ongoing school compliance. Informs school site staff of deficiencies and follows up to insure compliance
- Ensures proper and timely dissemination of student records to campus and to other school districts as required.
- Coordinates with the home office, court and other legal requests are accurate and within time frame allotted.
- Adheres to local, state, and federal regulations to ensure that all student information is kept confidential except as required by legal order.
- Maintains accurate records of student suspensions, expulsions, and student withdrawal from school, including reasons.
- Oversees and administers the school lunch program at assigned schools including meal counts, record keeping and timely report preparation and submission.
- Keeps student, school, and teacher records and submits reports to LAUSD and the CED (i.e. Calpads) as required.
- Insures school compliance with all reporting requirements for all agencies and management teams.
- Attends weekly Professional Development and Training Sessions with the Director of School and Student Information
- Provides support and training for ICEF staff on the use of ICEF’s information systems to ensure smooth operations and processes when collecting and reporting on student information.
- Ensures that ICEF’s information system is accurate
- Regularly scrubs the data system to insure data remains accurate and up to date in compliance.
- Prepares regular and special compliance reports and data audits for the management team
- Helps determine system protocols and standards (i.e. field labels and structure)
- Creates additional information and other measurement that provides additional data for management as requested
- Presents reports and other information to the Board of Directors, the Executive Management Team,
the Sr. Management Team and other committees as requested.

**Qualifications:**

- High school graduate
- Advanced degreed strongly preferred.
- Two years of work experience at least one of which is data entry or a year of work directly related to a computer system which requires knowledge of editing and completing source data or an equivalent combination of education and experience.
- 3-5 years of experience in K-12 education preferred.
- Working knowledge of computers, Power School, Power Lunch, Microsoft Office Suite (Word and Excel). is essential
- Ability to operate office equipment such as printer, copier, multiline phone system, and fax machine.
- Experience in developing and delivering end user training for data systems, and relational databases and data management processes.
- Ability to prioritize duties to meet school needs.
- Ability to work with a high degree of accuracy and exercise independent judgment in correcting data errors or omissions.
- Knowledge of CDE, LAUSD, and ICEF policies and procedures
- Ability to analyze information to produce a variety of state mandated reports.
- Ability to type at least 50 words per minute.
- Bilingual a plus
- Must be able to prepare and write reports in a logical and professional manner
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
- Some travel will be required. Dependable transportation is necessary for this position.
**EQUAL EMPLOYMENT OPPORTUNITY**

ICEF Vista Business & Finance Academy 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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.

**NCLB AND CREDENTIALING REQUIREMENTS**

ICEF Vista Business & Finance Academy 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 meet the requirements for employment set forth in California Education 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. 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 44237.” California Education Code § 47605 (b) (5)(F)

Site Compliance, ADA Requirements and Building Codes
ICEF Vista Finance & Business Charter Academy will be located at 4471 Inglewood Blvd, Los Angeles, CA 90066, and will comply with all applicable building codes, federal ADA and the Healthy Schools Act California Education Code Section 17608, which details pest management requirements for schools. The School will also comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763, and will maintain on file readily accessible records documenting all facility health and safety compliances. The school will insure that any auxiliary services (food services, transportation, custodial services, hazardous materials) will be safe through compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials. The school will upkeep Safety Data Sheets for hazardous materials to comply with EPA regulations, as well as health and safety laws.

The School site will be secured with an appropriate Certificate of Occupancy and a comprehensive school safety plan will be developed and kept on file at the school site for review. And, the School’s staff will be trained annually on the safety procedures outlined in the plan.

ICEF Vista Business & Finance Charter Academy will comply with Uniform Building Codes, access requirements, and fire, health and structural safety requirements.

Site Compliance
ICEF Vista Business & Finance Charter Academy will:

- Comply with the Healthy Schools Act California Education Code § 17608, which details pest management requirements for schools.
- Comply with all applicable safety laws and will require criminal background checks for all School employees, volunteers, and onsite vendors having unsupervised contact with students and will maintain on file and available for inspection documentation of such background checks;
- Develop further health, safety and risk management policies in consultation with its insurance carriers and risk management experts;
- Assess its school buildings for structural safety using the existing state, county and city construction safety standards for public charter schools;
- Require each person employed at the school to provide proof of being inoculated against tuberculosis (TB).
- Have a health, safety and emergency plan in place prior to beginning operation of the Charter School.
- Require immunization of its students as a condition of school attendance to the same extent as would apply if pupils attended a non-charter public school.
- Provide for the screening of its students for vision, hearing and dental to the same extent as would be required if the students were attending a non-charter public school.
- Provide annual training of employees on safety procedures outlined in its policies.
- Track all data related to Immunizations, including TB within the schools’ SIS.
**District Owned Facilities**
If District facilities are used during the term of this charter ICEF Vista Business & Finance Charter Academy shall abide by all LAUSD policies relating to Maintenance and Operations Services.

**Safety of Auxiliary Services**
School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training. ICEF Public Schools’ Director of Operations, Principal and Assistant Principal will supervise this process.

ICEF Vista Business & Finance Charter Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

ICEF Vista Business & Finance Charter Academy will further develop policies and procedures for response to natural disasters and emergencies. The school will train, or contract trainers, all instructional and administrative staff in basic first aid. Such emergency preparedness activities will include, but may not be limited to:

**Fire Drills:** Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the —all clear— signal.

**Disaster Drills:** Disaster drills, including earthquake drills, will be conducted at least once every two months. Students will be practice —duck and cover routine. An announcement over the intercom will initiate all disaster drills commencing with the —duck and cover routine. Staff and students will hear —This is an emergency drill. Duck and cover. During the —duck and cover routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows.

Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with a —all clear announcement on the intercom, or a visible signal from the administrative staff.

**Facility Health & Safety**
The school will develop a safety and emergency preparedness plan per the guidelines set forth by LAUSD. This plan will include:
• Staff training on emergency procedures;
• Emergency preparedness exercises (fire drills and earthquake drills);
• Storage of water, food, and first aid supplies for three days, as outlined in sponsoring district emergency preparedness bulletin; and,
• Evacuation Plan
• Safety Data Sheets – Hazardous Materials Procedures
• Active Shooter Training – Rapid Response Procedures

**Reporting Child Abuse**
ICEF Vista Business & Finance Charter Academy will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All Academy of Science and Engineering employees will be mandated child abuse reporters. School staff members must report to the proper authorities any unusual activities they suspect are or have been occurring to a student that includes, but may not be limited to:
• Sexual assault;
• Neglect;
• Willful cruelty or unjustifiable punishment;
• Cruel or inhuman corporal punishment or injury; and,
• Abuse in out-of-home care

Also, Under the Federal Child Abuse Prevention and Treatment Act (CAPTA) passed in 1974, all 50 states have passed laws mandating the reporting of child abuse and neglect. All staff members at ICEF Vista Charter Academy will be instructed in this law and compelled to abide by it. Also, the school’s staff will be trained annually on all safety procedures.

**HEALTH, SAFETY AND EMERGENCY PLAN**

ICEF Vista Business & Finance Academy shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. ICEF Vista Business & Finance Academy shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and 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)**

ICEF Vista Business & Finance Academy, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file
and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised 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.

**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 Education 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.
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.” California Education Code § 47605 (b)(5)(G)

COURT-ORDERED INTEGRATION

Plan for Achieving and Maintaining the LAUSD Racial and Ethnic Balance

Student marketing efforts focus on recruiting students who reside in the community or attend school in the community served, which includes primarily LAUSD residents. IVB&FA will make every effort to recruit students of various racial and ethnic groups to achieve a balance that reflects the general population residing within the territorial jurisdiction of LAUSD. The plan to achieve and maintain LAUSD Ethnic Balance Goals includes (1) Distributing recruitment information to the general populations residing within the territorial jurisdiction of LAUSD, (2) Delivering announcements about enrollment opportunities through publicity flyers, school’s website, mass mailers, local media outlets, and community presentations, and (3) Monitoring the implementation and outcomes of the initial recruitment plan and modifying it as necessary to achieve diversity goals.

IVB&FA will engage in the following recruitment activities on an ongoing basis, to assure racial and ethnic balance in student enrollment.

<table>
<thead>
<tr>
<th>Specific Annual Recruitment Activities</th>
<th>Month</th>
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</thead>
<tbody>
<tr>
<td><strong>Radio Ads:</strong> ICEF will place radio ads regarding the time and location of upcoming Information Meetings on English and Spanish language radio stations including but not limited to Radio La Nueva Piolin 101.9 and KJLH 102.3</td>
<td>September-December; May-August</td>
</tr>
<tr>
<td><strong>Community Events:</strong> ICEF Representative will attend events such as the “Soul of Food,” to advertise ICEF’s mission, school model, and to promote enrollment opportunities to the surrounding community.</td>
<td>Year-long (September-August)</td>
</tr>
<tr>
<td><strong>School Tours:</strong> Held at school site to expose parents and community to school and classroom environment</td>
<td>March-July</td>
</tr>
<tr>
<td><strong>Open House:</strong> to showcase all ICEF schools and explain the admissions process</td>
<td>September- May</td>
</tr>
<tr>
<td><strong>ICEF Food Drive:</strong> to engage community and keep ICEF’s name visible in the community.</td>
<td>November-December</td>
</tr>
<tr>
<td><strong>Community Presentations:</strong> To provide information to the community at large, ICEF’s representatives will give presentations in local community based organizations, faith-based organization, Family Source Centers, Special Education Resource Centers, and other family and youth based agencies.</td>
<td>September-March</td>
</tr>
<tr>
<td><strong>Parent Volunteers:</strong> ICEF will continually evaluate and redirect its parent volunteer programs so that parents can continue to provide natural leadership in supporting ICEF’s efforts, including its outreach efforts.</td>
<td>Year-long (September-August)</td>
</tr>
<tr>
<td><strong>Parent Information Meetings (PIM):</strong> These meetings can take place on first three Saturday in the month of December or another day through the week. Parents receive information about the school’s mission, vision, culture and expectations, as well as their rights and responsibilities in attendance at the charter school. Meetings will take place at each ICEF school.</td>
<td>September-February; May-June</td>
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**Specific Materials and Methods Used to Advertise**

ICEF will use the following material and methods to conduct its student outreach.

- **Flyer Distribution:** Distribute information flyers at nearby libraries, park and recreation facilities, churches, pre-schools, head-start programs, social and mental health services providers, youth organizations, groceries stores, and athletics leagues, local business, overcrowded elementary schools, nearby school in Program Improvement, and public bus stops.

- **Banners:** ICEF will post banners to indicate “Open Enrollment” in multiple ICEF school sites.

- **Newspaper Ads:** Place Newspaper ads regarding the time and location of Information Meetings in English and Spanish language newspapers including but not limited to “The Sentinel”, “La Opinion”, “The Wave” and other local newspapers.

- **Website:** ICEF Corporate and school specific websites will announce enrollment opportunities, admissions policies, enrollment procedures, and access to “Prospective Student Form.”

- **Mass Media:** Radio spots, mailers and telephone marketing efforts will target potential families to inform them of enrollment opportunities, process and deadlines.

- **Brochures:** Brochures that describes ICEF’s mission, college-readiness educational model, and educational success rates, will be distributed at local community based organizations, youth-based centers, and local businesses.

**Language used for Outreach and Recruitment**

All recruitment materials, including school brochures, Prospective Student Form, Lottery Ticket, Enrollment Application, and admissions and enrollment policies and procedures are available in both English and Spanish. To insured all interested families received adequate information about the school’s policies and procedures, orientation meetings, open house events, and school tours will take place both English and Spanish. Translation of materials into other languages will be made available upon request.

**HOW WILL THIS PLAN ACHIEVE AND MAINTAIN THE LAUSD RACIAL ETHNIC BALANCE GOAL OF 70:30 AND 60:40**

To ensure LAUSD’s Racial Ethnic Balance Goal is achieved and maintained, ICEF’s recruitment plan will:

- Target a student population representative of LAUSD student demographics that resides in the surrounding neighborhood of where the school will be located
- Ensure that all community members of the targeted location have equal access to information about enrollment opportunities
- Stress ICEF’s Non-Discriminatory Admissions Policy and Procedures throughout its recruitment efforts
- Monitor and maintaining an accurate accounting of the ethnic and racial balance of enrolled students and of all recruitment efforts and outcomes
- Used aforementioned information to modify recruitment plan

In addition, ICEF will continue to seek and hire individuals who can most best serve the needs of its students and families. For a more, define description of the ethnic balance of the community, please see the chart in Element 1.

**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
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 its goals. 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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and ICEF Vista Business & Finance Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). ICEF Vista Business & Finance Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending ICEF Vista Business & Finance Academy shall have the right to continue attending ICEF Vista Business & Finance Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to ICEF Vista Business & Finance Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

ICEF Vista Business & Finance Academy shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. ICEF Vista Business & Finance Academy shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at ICEF Vista Business & Finance Academy under the NCLB-PSC program increases in subsequent years, ICEF Vista Business & Finance Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.
**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, ICEF Vista Business & Finance Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. ICEF Vista Business & Finance Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. ICEF Vista Business & Finance Academy 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 parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent 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

ICEF Vista Business & Finance Academy also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
Element 8 – Admission Requirements

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

ADMISSION REQUIREMENTS
IVB&FA will admit all pupils who wish to attend. IVB&FA abides by all state and federal laws regarding admissions. ICEF Public Schools shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, 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. ICEF Public Schools shall be nonsectarian in its programs, admission policies, employment practices and all other operations. ICEF Public Schools shall not charge tuition. Admission to IVB&FA is available to all students residing in California. IVB&FA complies with all laws establishing minimum and maximum age for public school attendance.

All qualifying applicants will be accepted provided that the number of applications received at the time of the deadline does not exceed the school’s enrollment capacity. If the number of pupils who wish to attend the school exceeds the school’s capacity, enrollment shall be determined by a public random drawing (public lottery). The public lottery will establish the order of students on a waiting list.

Preferences in Admissions
If permissible under AB 544, IVB&FA will give preference to students who already have a sibling attending IVB&FA in order to preserve family continuity. Preference is also given to students who reside in LAUSD’s district as required by required Education Code section 47605(d)(2)(B). If spots are available, students who are either sibling to current students, and/or reside in LAUSD’s district are assured spots before the lottery occurs. Student priority for enrollment will be given in the following order:

1. Students who are siblings to current students.
2. Students culminating from ICEF Vista Middle Charter Academy.
3. Students who reside in LAUSD’s district.

If there are more members of the above groups than available spots in the school, separate lotteries are held amongst students in the same priority group for the remaining spots.

Enrollment Process
Student enrollment by law is open to all students in the state of California. The parents whose children are selected for enrollment will receive an Enrollment Packet, which contains the Student Registration Form and a list of required documents. To complete the enrollment process parents/guardians must complete and submit a Student Registration Form in its entirety, along with the following documentation: (1) a copy of their identification, (2) a copy of their student’s birth certificate, and (3) Immunization Record. Parent/Guardians who fail to submit the Student Registration form by the given deadline, will be placed at the bottom of the waitlist, and his/her spot will be given to the next student on the waiting list. The school will take all practicable steps to remind parents about registration deadlines and answer any questions regarding the enrollment process.

In addition to the Student Registration Form, parents must sign the Parent/Student Compact, which serves to (at a minimum):

1. Acknowledge they understand and value the School’s vision and the distinctive characteristics of the educational program as described in the Charter; and agree to adhere to the School’s policies and procedures.
2. Affirm their commitment to actively participate in their child’s education both at school and at home.
3. Acknowledge they have read and discussed the expectations as a family and agree to work together to achieve those expectations.

Unless the School office has been notified in advance, students who are not in attendance by noon on the first day of school will forfeit their enrollment and the next student on the appropriate Waiting List will be notified.

**Transportation**

Given that enrollment in ICEF is a “parent choice”, transportation to and from school will be the sole responsibility of the parent and will not be provided by ICEF, except in specific cases where transportation may be otherwise mandated by law.

**Plan for Recruiting Students with History of Low Academic Performance, Socio-Economic Disadvantages, and students with Disabilities.**

As detailed in Element 7, our recruitment strategy is focused on recruiting all types of students, including those who are at risk of low academic achievement, special education students, and socio-economically disadvantaged students. To ensure this, ICEF’s recruitment materials will include our “Non-Discriminatory Statement.” Moreover, ICEF representatives will inform interested parents/guardians and students about ICEF’s history of serving low-achieving, economically disadvantage, and student with special needs. ICEF Representatives will also informed interested parents/guardians that student’s IEP information will never be requested during enrollment or lottery process or as a condition for enrollment. As stated in Element 7, flyers and community outreach efforts will target the following locations in order to insure inclusion of students with history of low academic performance, socio-economic disadvantages, and students with disabilities:

- Social and mental health service providers (public, private and non-profit)
- Surrounding public school that are underperforming or in Program Improvement Status.
- Special Education Centers

**LOTTERY PROCEDURES**

Parents will be notified of open enrollment period through the aforementioned student recruitment activities and promotional materials (see Element 7). During this time, interested parties will be directed to complete a “Intent to Enroll,” form to indicate their interest in enrolling. Our Enrollment Procedures, Admissions Recruitment and Lottery Procedures will be provided (in both English and Spanish) to all interested parties who complete an Intent to Enroll form during the Open Enrollment Period.

In the event that applications for enrollment exceed school’s enrollment capacity, a public lottery will take place. Parents/Guardians who completed a “Intent to Enroll Form,” will be notified of the date, time, location, and procedures of the public lottery within ten (10) days of the lottery date via regular mail, emails, and/or phone calls. A written copy of the lottery procedures will be clearly publicized in the school website and posted on the school’s bulletin board prior to and during the lottery. Notification Letter will be provided in both English and Spanish. Lotteries will be schedule on Saturdays to maximize parent/guardian’s attendance. IVB&FA will hold the public lottery at a facility that will accommodate all interested parties. The School Director and/or a designee of the Director will be present to ensure the lottery is properly and fairly executed. Lottery results and the waiting list will be kept at the school site and at ICEF’s corporate office. Translation in Spanish will be provided upon request.
On the Day of the Lottery:

- Interested parent/guardian will be asked to sign in and complete a lottery ticket for each perspective student. Spanish speaking staff will provide translation and assistance to Spanish speaking families.
- Each parent will be given a lottery ticket per student. Half of the lottery ticket will be in the lottery bin and the other half is kept by parents/guardians.
- At the designated time, the School Director or his/her designee, will draw numbers from the lottery bin for each grade level in which there are more applicants than spaces available. Ten (10) alternate numbers are pulled in case someone decides not to attend. The alternate numbers are placed on a waiting list in the order in which the number is called.
- **Selected Student:** Students who are selected in the Public Lottery Drawing will receive an “Enrollment packet” after being selected and be given a specific deadline for submitting Enrollment Application. The Enrollment Packet will include: a Welcome Letter, Student Enrollment Application, and a checklist of required documentation. To secure admission, parents must submit a completed Enrollment Application by designated deadline. Parents/guardians who do not submit a completed enrollment packet by the designated deadline will be moved to the end of the waitlist.
- **Students Not Selected:** Students who are not selected during public lottery are moved to the Wait List and prioritized by the date and time they submitted their “Prospective Student Form”. As seats become available the names (numbers) on the list will be notified via letter, telephone, and email in the order they appear on the waitlist. Parents/Guardians must pick up “Enrollment Packet” within 3 business days after being selected and notified. To secure admission, parents/guardians must submit a completed enrollment packet by the designated deadline.

**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 audits exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” California Education Code §4765 (b)(5)(I).

ICEF’S Annual Audit Procedures

- ICEF’s Board of Directors will annually appoint an Audit Committee by January 1st to select an auditor by March 1st prior to year end (June 30th).
- The auditing process will be managed by ICEF’s Chief Executive Officer and Chief Financial. The designated officers, assisted by ExED, will provide LAUSD with the final audit results no later than December 15th for the preceding fiscal year.
- **Auditor Selection Process:**
  1. The Audit Committee will select only CPAs which are certified as being in good standing by the California State Controller’s Offices (CSCO)
  2. The Audit Committee will ensure that auditor’s license is current and active by conducting a license search in CSCO’s webpage.
  3. The Audit Committee will check for any enforcement actions against auditors.
  4. The Audit committee will interview prospective CPAs and conduct reference check
  5. The Audit Committee will review Quality Control Reviews available in CSCO’s website before nominating an auditor to ICEF’s Board of Directors.
  6. The Audit Committee may reuse former auditor without an additional auditor search, provided conditions 1-3 are meet.

- Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor’s final report. ICEF Public Schools and IVB&FA utilize accounting procedures that satisfies the requirements for LAUSD, LACOE and CDE and adhere to General Accepted Accounting Principles (GAAP). IVB&FA School will follow the internal fiscal control policies governing all financial activities as set forth by the CMO and by ICEF’s Board of Directors. Audits will reviewed by the audit committee, prior to being presented to the Board for approval. Approval of the audits will be followed by a Board Resolution which will be reflected in Board minutes.

- ICEF’s Board of Directors will commission and approve an annual financial audit by an independent third party auditor. The contracted auditor will report directly to the Board of Directors. The CFO has the responsibility of ensuring compliance with all financial reporting requirements and providing a copy of the approved audit to the required charter-granting agency. The Board can appoint someone else to perform the CFO’s responsibilities in the case of his/her absence.

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

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
Element 10 – Suspension and Expulsion Procedures
“The procedures by which pupils can be suspended or expelled.” California Education Code § 47605 (b) (5) (J)

DISCIPLINE FOUNDATION POLICY
Student discipline at ICEF is grounded in a positive and dialogue-based approach with the ultimate goal of self-discipline. Students are expected to behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior.

ICEF is committed to creating a safe and nurturing environment for every child. Staff are committed to helping students grow into healthy, happy, responsible adults; with the ultimate goal of every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Discipline is used to discourage misbehavior and encourage students to make better choices in the future. Staff, parents, and volunteers will work diligently to create a school culture that encourages students to take charge of their lives and manage their own behavior and learning. Staff will work with students to equip students in conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. ICEF’s student discipline guidelines are based upon a philosophy of respect, which entail:

- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors
- Respect for the Earth and all living things

When student behavior is not deemed to be inappropriate or when certain acts occur, it may become necessary to take more a more stringent approach to discipline. This involves a multi-tiered approach to discipline. It could involve counseling, extra duties, after school on or offsite activities or could lead to further actions in a more structured suspension or expulsion process. In the case the Board of Directors at ICEF has developed and approved a policy that follows carefully crafted steps to insure student rights and safety while allowing for the best possible educational processes to continue un-interrupted.

ICEF’S SUSPENSION AND EXPULSION POLICY

Authority to Suspend and Expel Student
In accordance with Education Code Sections 48900 et seq., the Director of school may suspend or recommend expulsion of a student if it is determined that the student committed any act(s) listed under Attachment A: Grounds for Suspension or Expulsion. Suspension and/or expulsion of a student from school is allowed only if the act committed is related to school activity or school, occurring at any ICEF Public School or at any other school at any time 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.

Policy Statement
At ICEF Public Schools the behavior program will be positive and proactive. The entire staff at ICEF Public Schools will be expected to praise and reward appropriate behavior. The goal of ICEF Public Schools will be to teach students to have self-respect, respect for others, responsibility for his or her actions and positive social interactions.
Every ICEF Public Schools student will be expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline. ICEF Public Schools will develop and approve a Parent and Student Handbook at the beginning of each school year with input from all stakeholders that addresses acceptable standards of behavior and specific consequences for student conduct. Parents or guardians will be notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct.

In effecting discipline, teachers and administrators must recognize that students and their parent have certain legal safeguards. ICEF Public Schools shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal. ICEF Public Schools 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.

ICEF Public Schools 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. ICEF Public Schools shall be responsible for the appropriate interim placement of students during and pending the completion of the ICEF Public Schools’ student expulsion process and shall facilitate the post-expulsion placement of expelled students. ICEF Public Schools shall document and implement the alternatives to suspension and expulsion that ICEF Public Schools utilizes in response to attendance-related concerns, e.g. Truancy or excessive tardiness

**TYPE OF SUSPENSION**

Suspension is the removal, from ongoing instruction for adjustment purposes. There are three types of suspension:

1. **Suspension from Class**: A teacher who suspends a student from his or her class must immediately report the suspension to the director (or the director’s designee) and send the student to the office. The student may only be kept out of class for the balance of the day. During the period of suspension, a student may not be returned to the class from which he or she was suspended without the concurrence of the director and the teacher who imposed the suspension. A teacher may require the student to complete all tests and assignments the student missed during the period of suspension. The parent or guardian will be notified immediately of the out of class suspension.

2. **Suspension from School**: The director or director’s designee may suspend a student from school for no more than five (5) consecutive school days. When suspension from school is imposed, the director or director’s designee will talk with the student regarding the reasons for suspension, and must give the student the opportunity to explain his or her actions. The director must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension. A student may not be suspended for more than twenty (20) school days within the school year. Suspensions from class will not count towards the twenty (20) day limit.

3. **Alternative to Suspension**: Students may be suspended from one class or all classes and still remain in school during the period of suspension if he or she is appropriately supervised. This program will offer students self-management and social skills training, in addition to academic support. Students who successfully complete the program will not reflect a suspension from school on their attendance record unless the student is pending expulsion.
SUSPENSION PROCEDURES
Suspending shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the school director or the school director’s designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the school director. The conference may be omitted if the school director 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) 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. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

2. **Notice to Parents/Guardians:** At the time of the suspension, the school’s Director or office manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. When possible, suspended students will be given the opportunity to get classwork and homework before they leave campus. Suspended students will also be given the email address of their teachers so that they may complete coursework during their suspension. In the event that a suspension is extended pending an expulsion, work will be provided for the student and an alternative school placement may be considered on a case-by-case basis depending on factors which include the severity of the incident and potential to disrupt the learning environment.

4. **Appeal:** All suspensions are decided by the school’s Director and can be appealed to the ICEF VP of Schools by written request (hand-delivery or email acceptable) within 24 hours of the suspension decision. In the absence of the VP of Schools the VP of Instruction shall be next in the appeal procedures for suspension. Immediately following the request to appeal the suspension, the VP of Schools or VP of Instruction will meet with the parent to hear their evidence as to why the student should not be suspended. Follow the meeting the VP of Schools or VP of Instruction will decide to either uphold or deny the request to suspend. The parent and school director will be notified within 24 hours of the final decision.

**Director’s Discretion to Recommend Expulsion**
Expulsion is the removal of a student from the immediate supervision and control or the general supervision of, school personnel. The expulsion shall be enforced and the student be referred to a non-District program, except as precluded by law. Education Code section 48915 describes offenses for which directors are mandated to recommend student expulsion and for those which directors may exercise
their discretion to determine whether or not an expulsion recommendation is appropriate. Refer to Attachment B: Conditions for Student Expulsion Recommendation.

- **Level 1: Mandatory Expellable Offenses With No Director Discretion**
  Directors will immediately suspend and recommend for expulsion any student who commits Level 1 offenses (listed in Attachment B: Conditions for Student Expulsion Recommendation) while on campus or while attending a school sponsored event, including but not limited to athletic events, school plays, and school dances.

- **Level 2: Offenses Subject to Limited Director Discretion**
  The Director shall recommend a student’s expulsion if he or she determines that the student committed Level 2 offenses (listed in Attachment B: Conditions for Student Expulsion Recommendation) at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance. **Note:** Series physical injury is defined as “an injury that requires substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted or impairment of function of a bodily member, organ, or mental faculty.”

- **Level 3: Offenses Subject to Broad Director’s Discretion**
  The principal has maximum discretion to recommend or not recommend expulsion when he or she determines that a student has committed Level 3 offenses (listed in Attachment B: Conditions for Student Expulsion Recommendation) at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; and during, or while going to or coming from, a school-sponsored activity.

To expel students for any offense listed under Level 2 and 3 (Attachment B), Directors must provide evidence of one of the following finding:
1. Other means of corrections are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**EXPULSION PROCEDURES**
1. A student may be expelled following a recommendation by the School Director.
2. Students recommended for expulsion are entitled to a hearing before a three member Administrative Expulsion Panel (“AEP”) that has been appointed by the ICEF Board of Directors, who will determine whether the student should be expelled.
3. The hearing shall be held within thirty (30) school days after the Director determines that the student has committed one of the acts listed under "Attachment A: Grounds for Suspension and Expulsion."
4. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include the following:
   - The date and place of the hearing
   - A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
   - A copy of disciplinary rules which relate to the alleged violation;
   - Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status to any other district in which the student seeks enrollment
A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the VP of Schools. The mailing address shall be provided to the parent/guardians at the time of the notice of the Administrative Expulsion Panel hearing. Absent a request for additional time, the request for an appeal hearing by the VP of Schools must be received by the VP of Schools no more than 7 calendar days from the date of the Administrative Hearing. Families may request up to 30 calendar days to determine whether to file an appeal.

5. 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 proceedings can be made. Such notice shall be sent by the School Director, or Office Manager.

6. The AEP reports to the ICEF Board of Directors for ratification of its recommendations.

**Interim Placement**
Students engaged in the expulsion or appeal process are considered suspended pending completion of the process. Due to the hardship on the student’s family and potential academic strain placed on the student, families are encouraged to act quickly where practical so as to ensure the students miss the least amount of school possible given the circumstance. The interim placement of a student will depend on several factors including but not limited to the severity of the offense, and whether space exists at other schools. Students engaged in the expulsion/appeal process may be placed on an independent study program, temporarily placed at another ICEF school, or may be allowed to receive work from the school at which they are currently enrolled.

**The Expulsion Hearing:**
Education Code Section 48918 mandates that a pupil be invited to participate in a hearing to determine (1) whether the evidence supports the allegation(s) and (2) whether that pupil should and can be expelled. Therefore, an Administrative Expulsion Panel (AEP) hearing is conducted for each student who is recommended for expulsion unless the recommendation is rescinded by the director. The expulsion hearing must be conducted in a manner consistent with the student’s due process rights and must follow general rules of administrative procedure.

**The Expulsion Hearing shall:**
- Provide an opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- Provide the right to inspect and obtain copies of all documents to be used at the hearing;
- Provide the opportunity to question all witnesses who testify at the hearing;
- Provide the opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;

**Administrative Expulsion Panel**
Following the Director’s recommendation for expulsion, a three member Administrative Expulsion Panel (“AEP”) will be empanelled by the Board as needed.

The Administrative Expulsion Panel will consist of one (1) unbiased representative from the each of the following categories:

1. School Administrator: a school director or assistant director from an uninvolved ICEF school, Director of Blended Learning, VP of Instruction.
2. Teacher: an ICEF teacher, Director of College Readiness, or Instructional Specialist.
3. Parent: a parent from ICEF Steering Committee. An ICEF Home Office staff will serve as alternate in the absence of an available parent.
Presentation of Evidence
A decision to expel by the Administrative Expulsion Panel must be supported by substantial evidence that the student committed any of the acts listed in “Attachment A: Grounds for Suspension and Expulsion” above. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the school director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay. 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.

If, due to a written request by the pupil who has been recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness, alleged victim, or perpetrator may have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the school director would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

Administrative Expulsion Panel Report/Decision
In reaching their conclusion, the AEP will consider (1) Campus safety, (2) Severity of incident, (3) Student’s history of discipline, (4) Potential disruption of learning environment (5) Deterrence. All conclusions of the AEP are subject to appeal under the appeals procedure outlined below.

Following the presentation of facts and witness statements during the hearing, the AEP may reach one of several conclusions:

1. **Reject the School Director’s recommendation of expulsion**: Following a full rejection of the School Director’s recommendation, the student may return to his/her school.
2. **Reject the School Director’s recommendation of Expulsion**: following a full rejection of the School Director’s recommendation of expulsion, an implementation of the STEP program and behavioral plan with student.
3. **Reject the School Director’s recommendation of expulsion with conditions**: The School Director’s recommendation is rejected and thus the student is not expelled. The student may return to school given the student and parent/guardian agree to the behavior plan established during the hearing. The behavior plan must be reasonable and related in nature to the expellable offense.
4. **Reject the School Director’s recommendation of expulsion, institute ICEF Transfer**: The School Director’s recommendation for expulsion is rejected so the student is not expelled. However, due to the expellable offense, the safety and/or learning environment within the school will be jeopardized if the student returns to school. Thus the student, although not expelled, will be transferred to another ICEF school.
5. **Support the School Director’s recommendation of expulsion, student is expelled from school**: The expellable offense warrants expulsion from school of attendance when incident occurred. However the AEP determines that student is capable of attending another ICEF school.
6. **Support the School Director’s recommendation of expulsion, student is expelled from ICEF schools as a whole**: the expellable offense warrants expulsion from all ICEF schools.
The goal of this process is to provide a safe and secure environment for schools and students. It is also designed to provide a avenue for behavior modification and continued educational support for students. Unless required by the policy or as a finding of the Expulsion Panel, every effort will be made to allow students to continue their educational development.

**Expulsion Appeals**
Pursuant to E.C. Section 48919, any student expelled by the ICEF Public School may, within thirty (30) days following the decision to expel. Parents may appeal the decision of the AEP by mailing a written request by registered mail to the following address: ICEF Public Schools, Attention: VP of Schools, 5120 W. Goldleaf Circle Suite 350, Los Angeles, CA 90056.

Absent a request for more time, the request for an appeal hearing by the VP of Schools must be received no more than seven (7) calendar days from the date of the hearing before the Administrative Expulsion Panel. Families may request up to thirty (30) calendar days to determine whether to file an appeal, however such practice is discouraged due to the strain and hardship on the student and school. The student will be considered suspended until a meeting is convened to hear the appeal (within ten (10) working days of receipt of the appeal request) at which time the student’s parent/guardian must attend to present their appeal. The appeal will be heard by a fair, impartial, disinterested panel, having the same composition as the Administrative Expulsion Panel. At the appeal hearing, the student/parent will be allowed to present evidence to the panel under the same guidelines as the original hearing. The decision of the appeal panel will be communicated in writing to the student and parent no more than three (3) calendar days following the hearing of the appeal. The determination of the panel is subject to ratification by the ICEF Board of Directors.

**Written Notice To Student’s Parents**
The School Director, following the determination to expel from the Administrative Expulsion Panel, shall send written notice of the decision to expel to the student’s parent/guardian.

This notice shall include the following:

1. The specific offense committed by the student for any of the acts listed in "Attachment A: Grounds for Suspension and Expulsion"
2. 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 exit status with ICEF Public School.
3. A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the VP of Schools. Absent a request for more time, the request for an appeal hearing by the VP of Schools must be received no more than 7 calendar days from the date of the hearing before the Administrative Expulsion Panel. Families may request up to 30 calendar days to determine whether to file an appeal, however such practice is discouraged due to the strain and hardship on the student and school. The student will be considered suspended until a meeting is convened to hear the appeal (within ten (10) working days of receipt of the appeal request) at which time the student’s parent must attend to present their appeal. The appeal will be heard by a fair, impartial, disinterested panel, having the same composition as the Administrative Expulsion Panel. At the appeal the student/parent will be allowed to present evidence to the panel under the same guidelines as the original hearing. The decision of the appeal panel will be communicated in writing to the student and parent no more than three (3) calendar days following the hearing of the appeal. The determination of the panel is final.
4. A statement explaining the expelled student’s rehabilitation plan and the date the student is eligible for reinstatement, as well as informing the parent of their responsibility to submit
records/documents to prove the student’s compliance with the rehabilitation plan and request reinstatement. ICEF Public Schools will facilitate possible educational placements following expulsion, but it is the student/family’s responsibility to enroll the student in a new school. The School Director/Principal shall only send written notice and/or student records to the student’s home school upon request. The School Director shall send written notice of the decision to expel to the LAUSD Charter Schools Division (CSD). This notice shall include the following:

a) The student’s name
b) The specific offense committed by the student for any of the acts listed in "Attachment A: Grounds for Suspension or Expulsion"

Written Notice To Student’s Home District
Upon expelling any student, ICEF Public Schools 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, ICEF Public Schools must notify the Superintendent of the student’s district of residence within thirty (30) days of the expulsion. Additionally, upon request of the receiving school district, ICEF Public Schools shall forward Student records no later than ten (10) school days from the date of the request as stated in Education Code 49068 (a) and (b).

Expelled Pupils/ Alternative Education
In the event of a decision to expel a student from ICEF Public Schools, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

ICEF Public Schools will work with the district from which the expelled student originated on an interim placement at another school. If a student is under an expulsion order from another school district (LEA), all information must be provided to the ICEF Public Schools Administrative Expulsion Panel (AEP) for evaluation of the student’s educational needs and placement.
review. The ICEF Public Schools Administrative Expulsion Panel will determine if enrollment will be granted.

**Rehabilitation Plans for Expelled Students**
Pupils who are expelled from ICEF Public Schools shall be given a rehabilitation plan upon expulsion as developed by ICEF Public Schools’ 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 ICEF Public Schools for readmission. ICEF Public School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**
ICEF’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, ICEF’s governing board shall readmit the pupil; unless ICEF’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.

Student or parent/guardian may petition for readmission into an ICEF Public School, one calendar year from the date from the date of the incident which resulted in the student’s expulsion from ICEF Public Schools. Petitions to readmit an expelled student must be approved or disapproved by Administrative Expulsion Panel within three (3) days of submission. ICEF Public Schools is responsible for reinstating the student upon the conclusion of the expulsion period. The pupil’s readmission is also contingent upon ICEF Public Schools’ capacity at the time the student seeks readmission.

**Reinstatement**
An expelled student may be reinstated at the conclusion of a year if he/she meets with the AEP and the findings prove that the student has successfully completed the rehabilitation plan. Once a student has completed all of the requirements of the plan a hearing may be scheduled before the AEP at which time evidence will be reviewed. Within three (3) days the hearing the panel will notify the parent and school administrator of their decision.

**Disciplinary Records**
ICEF Public Schools shall maintain records of all suspensions and expulsions of ICEF Public Schools pupils. Such records shall be made available for District review upon request.

**Reporting Student Offenses To Law Enforcement**
Consistent with Education Code Section 48902, excluding the penalty provisions of that statute, the School Director or Administrator shall notify the local law enforcement authorities if it is reasonably suspected that the student committed any of the following acts:

- Assault with a deadly weapon.
- Possession or sale of narcotics or a controlled substance or sale or delivery of a substance represented as alcohol, a controlled substance, or any intoxicant.
- Possession of a firearm(s) at a public school.
• Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 21/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or sport marker upon the grounds of any school within a K-12 school district.

Outcome Data
ICEF Public Schools shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Special Education Discipline
ICEF Public Schools 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 with an IEP is suspended for the first and second time, the school will convene an IEP meeting to: (A) review the student’s instructional program, (B) review modify, or develop a Behavior Support Plan as needed, and (C) after the second suspension if appropriate, recommend a behavioral assessment. If a student is recommended for expulsion and the student receives or is eligible for special education services, ICEF Public Schools 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 IEP, or a student who has a 504 Plan, ICEF Public Schools will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and ICEF Public Schools an IEP team, in coordination with a district representative, will conduct a manifestation determination meeting to conclude, (A) if the behavior was a direct manifestation of the student’s disability and (B) if the IEP was properly implemented at the time the behavior took place. The team will also discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the ICEF Public Schools 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 ICEF Public Schools’ failure to implement the 504 Plan?

Gun Free Schools Act
The ICEF Public Schools shall comply with the federal Gun Free Schools Act.

Monthly Suspension and Expulsion Reports
A monthly report of suspension and expulsions shall be made to LAUSD and to the ICEF Board of Directors. Should the Board wish to discuss individual student cases, these shall be completed in a closed session of the Board. The Board shall ratify any expulsions at its monthly Board meetings.
ATTACHMENT A:

GROUND FOR SUSPENSION AND EXPULSION

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stolen or attempted to steal school property or private property.

h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm.

n) Committed or attempted to commit a sexual assault or committed a sexual battery.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[w])
ATTACHMENT B:
CONDITIONS FOR SUSPENSION AND EXPULSION RECOMMENDATIONS

Level One: No Discretion: In accordance with E.C. 48915(c), directors shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus.
1. Possessing, selling, or furnishing a firearm. It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis), any student who is determined to have brought a firearm to school.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or sexual battery.
5. Possession of an explosive.

Level Two: Limited Discretion: In accordance to E.C. 48915 (a), directors must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate.
1. Causing serious physical injury to another person, except in self-defense.
2. Possession of a knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for the first offense for possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Level Three: Broad Discretion: In accordance with E.C. 48915 (b) and (e), directors may recommend expulsion when the following occur at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, or during or while going to or coming from a school sponsored activity.
1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Level 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)
**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 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.

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, including a District representative, 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 Education Code sections 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.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federally social security.” California Education Code §4765(b)(5)(K).

Certificated Employees Eligible for STRS:
- VP of Schools
- VP of Instruction
- Director
- Teachers
- Special Education Teacher
- Director of Counseling and Student Services
- Assistant Special Education Director
- Special Education Resource Specialist
- Literacy Instructional Coach
- Math Instructional Coach
- Instructional Specialist

Retirement Systems
The ICEF Vista Business & Finance Academy will enroll all eligible certificated staff in State Teachers Retirement System (“STRS”) and classified employees in the ICEF 403b Program in order for them to receive employee retirement benefits as set forth below as mandated by this Charter, the State of California and the Los Angeles County Office of Education (“LACOE”). The ICEF Vista Business & Finance Academy will use a retirement reporting system compatible with LACOE to report contributions in a timely matter. ExED has been contracted to handle payroll for ICEF schools. Therefore, ExED transmits ICEF payroll information to Hess and Associates, who in turn reports to LACOE.

Certificated Employees
All eligible employees of ICEF Vista Business & Finance Academy will participate in a defined benefit Plan (“STRS” or “Plan”), as established by the State of California and the LACOE. Certificated employees not eligible for STRS will be enrolled in Social Security. As part of the Plan, all salaried employees will contribute the required percentage of their salary. All withholdings from employees and from the ICEF Vista Business & Finance Academy will be sent to the Defined Benefit Plan (STRS) as required. Employees will accumulate service credit years in the Defined Benefit Plan as determined by the terms of Defined Benefit Plan and the Inner City Education Foundation (“ICEF”) Board of Directors. The vesting period and other relevant Plan terms will be defined as set in the Plan.

Any employee who separates from the school, whether voluntarily or involuntarily, prior to the end of the vesting period as defined by the Plan, will receive all deferred by them from their paycheck. The monies contributed by The ICEF Vista Business & Finance Academy (8.25%)* will remain in the Plan.

Classified Employees
Classified employees will be eligible to participate in the 403b plan offered by ICEF. In addition, classified employees will participate in Federal Social Security.

Social Security
All employees who must contribute to Social Security according to Federal and State laws and do not contribute to either STRS because they are ineligible to participate in the Plans, will continue to
contribute to Social Security (and not to either Plan) in the same manner with employee withholding and ICEF Vista High Charter Academy making the required contribution.

**Monitoring Credentials**
The ICEF Human Resources Director in conjunction with the ICEF Vista High Charter Academy School Director will monitors the status of all of the CA teaching credentials for ICEF Vista High Charter Academy classroom teachers.

*These numbers are subject to change as mandated by the STRS administration as well as the Federal Social Security Administration. These numbers are subject to change as mandated by the STRS administration.*
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.” California Education Code §4765(b)(5)(L).

No student may be required to attend the Charter School. Students who choose not to attend the Charter School may attend school within their school district of residence according to the school district's policy or at another school district or school within the school district through the school district's intra- and inter-district transfer policies.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in ICEF/IVB&FA, except to the extent that such a right is extended by the local education agency.

Pupils who choose not to attend ICEF Vista Business & Finance Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer 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.” California Education Code § 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. When an employee leaves a public school district or LACOE to work at ICEF and subsequently chooses to return to that public school district or LACOE, the specific leave rights, return rights, and any other rights afforded the employee will be governed by the policy of that public school district or LACOE, including, but not limited to, whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at ICEF.

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.” California Education Code §4765(b)(5)(N).

Disputes Arising within ICEF Vista Business & Finance Academy

Disputes arising from within ICEF Vista Business & Finance Academy, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the administration of the school, and if necessary the Director of Human Resources. LAUSD will not intervene in any such internal disputes without the consent of the Board of the Inner City Education Foundation, which is the governing body of the ICEF Vista Business & Finance Academy. LAUSD will refer any complaints or reports regarding such disputes to the administrative staff of ICEF Vista Business & Finance Academy for resolution, and if necessary the Board of the Inner City Education Foundation. LAUSD agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of ICEF Vista Business & Finance Academy has requested LAUSD to intervene in the dispute.

If an employee has a grievance, the employee should attempt to resolve the dispute with the administrative staff. If the dispute cannot be resolved with the school site administration, an employee should address his or her grievance to the Director of Human Resources.

The intent of this dispute resolution process is to:

- Resolve disputes within ICEF Vista Business & Finance Academy pursuant to the school’s policies.
- Minimize the oversight burden on LAUSD.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal matters.

The staff and governing board members of ICEF Vista Business & Finance Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ICEF Vista Business & Finance Academy, 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 ICEF Vista Business & Finance Academy 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 shall be addressed as follows:

To Charter School:  
ICEF Public Schools  
Greg Brendel, COO/CFO  
5120 W. Goldleaf Circle, Suite 350  
Los Angeles, CA90056
To Director of Charter Schools: 
Charter Schools Division 
Los Angeles Unified School District 
333 South Beaudry Avenue, 20th Floor 
Los Angeles, California 90017

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 5:00p.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.” California Education Code §4765(b)(5)(O).

ICEF Vista Business & Finance Academy 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.” California Education Code §4765(b)(5)(P).

REVOCATION OF THE CHARTER

The District may revoke the Charter if ICEF Vista Business & Finance Academy 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 School Act of 1992. The District may revoke the charter of ICEF Vista Business & Finance Academy if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- ICEF Vista Business & Finance Academy committed a material violation of any of the conditions, standards, or procedures set forth in the Charter;

- ICEF Vista Business & Finance Academy failed to meet or pursue any of the pupil outcomes identified in the Charter.

- ICEF Vista Business & Finance Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- ICEF Vista Business & Finance Academy violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify ICEF Vista Business & Finance Academy in writing of the specific violation, and give ICEF Vista Business & Finance Academy 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close ICEF Vista Business & Finance Academy, either by the governing board of ICEF Vista Business & Finance Academy 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 ICEF Vista Business & Finance Academy votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations.
Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of ICEF Vista Business & Finance Academy or the LAUSD Board of Education, the governing board of ICEF Vista Business & Finance Academy shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how ICEF Vista Business & Finance Academy 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 CSD, if the Closing Action is an act of ICEF Vista Business & Finance Academy. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in ICEF Vista Business & Finance Academy within 72 hours of the Closure Action. ICEF Vista Business & Finance Academy shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). ICEF Vista Business & Finance Academy 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. ICEF Vista Business & Finance Academy 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, ICEF Vista Business & Finance Academy shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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). ICEF Vista Business & Finance Academy 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. ICEF Vista Business & Finance Academy 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. ICEF Vista Business & Finance Academy 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 and, legal guardians 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, and 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

ICEF Vista Business & Finance Academy 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 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. 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 should also 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.

4. ICEF Vista Business & Finance Academy 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.

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.

ICEF Vista Business & Finance Academy 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.

ICEF Vista Business & Finance Academy 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 ICEF Vista Business & Finance Academy will be the responsibility of View Park Preparatory Accelerated Charter Elementary Schoo and not LAUSD.

ICEF Vista Business & Finance Academy understands and acknowledges that ICEF Vista Business & Finance Academy will cover the outstanding debts or liabilities of ICEF Vista Business & Finance Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. ICEF Vista Business & Finance Academy 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 ICEF Vista Business & Finance Academy participates, and other categorical funds will be returned to the source of funds.

ICEF Vista Business & Finance Academy 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

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

Net assets of the charter school may be transferred to the authorizing entity. 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.

ICEF Vista Business & Finance Academy shall retain sufficient staff, as deemed appropriate by the ICEF Vista Business & Finance Academy governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

ICEF Vista Business & Finance Academy’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 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 ICEF Vista Business & Finance Academy’s right to operate as a charter school or cause ICEF Vista Business & Finance Academy to cease operation. ICEF Vista Business & Finance Academy and the District agree 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 shall have 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 LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

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

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

• Furnishings and Equipment: LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

• Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:
  (i) Pro Rata Share: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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 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 the Board of Education of the City of Los Angeles 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 Education 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-hour notice.

**Internal Fiscal Controls**
ICEF Vista Business & Finance Academy 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. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)