Ingenium Charter Middle School
Canoga Park
Grades 6-8

Charter Petition
16 Elements

Submitted November 1, 2012
### Tab Number | Item                                    | Page within Section |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Title Page</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Table of Contents</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Letter of Intent</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Charter Briefing Page</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Affirmations and Assurances</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Initial Screening Checklist</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Completed Charter Petition: 16 Elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Element 1: The Educational Program</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Element 2: Measurable Student Outcomes</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Element 3: Methods by Which Student Outcomes will be Measured</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Element 4: Governance</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Element 5: Employee Qualifications</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Element 6: Health and Safety</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Element 7: Racial and Ethnic Balance</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Element 8: Admission Requirements</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Element 9: Financial Audits</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Element 10: Student Expulsions</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Element 11: Retirement Programs</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Element 12: Attendance Alternatives</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Element 13: Employee Rights</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Element 14: Dispute Resolution</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Element 15: Employer Status and Collective Bargaining</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Element 16: Procedures to be Used if the Charter School Closes</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td><strong>Appendix</strong></td>
<td><strong>Non-numbered, original insert</strong></td>
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<td><strong>By Laws</strong></td>
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<td><strong>Articles of Incorporation</strong></td>
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<td><strong>Conflict of Interest Policy</strong></td>
<td><strong>Non-numbered, original insert</strong></td>
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<td><strong>Proposed Charter School Budget and Cash Flow</strong></td>
<td><strong>Non-numbered, original insert</strong></td>
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<tr>
<td>8</td>
<td>Resumes and Credentials for all Meaningfully Interested Teachers</td>
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</tr>
<tr>
<td>9</td>
<td>Resume for Lead Petitioner</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Due Diligence Questionnaire</td>
<td></td>
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<tr>
<td>11</td>
<td>Resumes and Questionnaires for Board Members</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Resolution from Board Directors</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Proposed forms to be used by Parents/Guardians to Enter a Student into Admissions Lottery</td>
<td></td>
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<td>CD- Charter Petition with Appendix and Budget</td>
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</tbody>
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Los Angeles Unified School District  
Innovation and Charter Schools Division  

Letter of Intent to Apply for a Charter School

Name of Proposed Charter School: Ingenium Charter Middle School  
General Location of Proposed Charter: Columbus Middle School  
22250 Elkwood Street  
Canoga Park, CA 91304  
Projected Grade Level - Year 1: 6-7  
Projected Grade Level - Year 5: 6-8  
Projected Enrollment - Year 1: 150  
Projected Enrollment - Year 5: 270 Students  

Lead Petitioner Information  
Name: Rachel Garfield  
Address: 22250 Elkwood Street, Canoga Park, CA 91304  
Phone Number: (310) 699-0017  
Fax: (818) 835-9594  
Email: regarfield@yahoo.com  

Other members of the Charter Development Team:  
1. Glenn Noreen, Executive Director, Ingenium Schools  
2. Nikolas Namba, Chief Academic Officer, Ingenium Schools  
3. Brandy Price, Principal, Ingenium Charter School  

Certification:  
____ I/we certify that we are interested in applying for a charter school within LAUSD boundaries.  
____ I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.  
____ I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Print Name  
Received by:  
Signature  
Date  

Print Name  
Charter Briefing Page  
Signature  
Date
• Operated by Ingenium Schools

• Projected Grades Served- Year 1: 6-7/ Year 5: 6-8

• Projected Enrollment- Year 1: 150/ Year 5: 270

• Location Address: 22250 Elkwood Street, Canoga Park, CA 91304

• Facility Status/Location- On site of Columbus Middle School or other location within its general attendance area

• Prop 39 Application Submitted? We anticipate submitting an application for the 2013-14 school year by November 1, 2012

• The Location meets Board Policy

• Board of Directors
  Tom Harkenrider Soka University of America’s Chief of Operations
  Joan Sabree Faqir Fifth grade teacher at Shirley Avenue Elementary school in LAUSD
  Martha Notaras CEO of Optimal Capital Development
  Thomas Mooney Founding Partner in Trade Winds Venture Partners
  Dr. Michael Noble Doctorate awarded based on researching Baldrige-winning school districts
  Alan Campbell Retired City of Los Angeles Information Systems Operations Manager

• Description of Vision
  Ingenium Charter Middle School:
  o Trailblazes a learner-centered approach that ensures engagement and mastery
  o Monitors results to continuously improve systems
  o Empowers learners to be global leaders

• Description of Mission
  Ingenium Charter Middle School develops learners into global leaders through a learner-centered environment that empowers, innovates, and continuously improves.

• Source/Core of Money
  o Existing Ingenium Schools resources

• 3-5 Top Leaders/Charter Development Team
  o Glenn Noreen, Executive Director
- Nikolas Namba, Chief Academic Officer
- Brandy Price, Principal, Ingenium Charter School
- Rachel Garfield, Assistant Principal, Ingenium Charter School

- Our charter has not applied to any other jurisdiction for approval

- There are currently two sister charter schools:
  - Ingenium Charter School, 22250 Elkwood Street, Canoga Park, CA 91304
  - Barack Obama Charter School, 1726 E. 117th Street, Los Angeles, CA 90059

- What innovative elements of your charter could be considered “best practices” and replicated by other schools?
  Our systematic approach to ensure student learning is called the Re-Inventing Schools Model (RSM). It features shifting away from a time-based system to a performance-based one in which students advance based on proficiency, not on seat time. The RSM realizes the inherent value of aligned and realistic assessment practices and allows students to progress individually by demonstrating (in a variety of ways, and at their own pace) that they have reached high levels of academic performance. This model is highly effective at teaching students to take ownership for their learning. It entails a definite shift away from teacher-directed to student-centered learning. As such, students become the drivers of their education—not the teacher.
Ingenium Charter Middle School
Affirmations and Assurances

Ingenium Charter Middle School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, 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.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A).

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the Charter School nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation 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.
Ingenium Charter Secondary School  
Charter Petition Elements 1-16

Element 1: The Educational Program

The address of the Charter School is 22250 Elkwood Street, Canoga Park, CA 91304.  
The phone number of the Charter School is (818) 456-4590.  
The contact person for the Charter School is Rachel Garfield, lead petitioner. 

The term of this charter shall be from 2013 to 2018.

The grade configuration is 6-8. 
The number of students in the first year will be 150. 
The grade level(s) of students the first year will be 6-7. 
The scheduled opening date of the Charter School is 8/14/2013. 
The duration of the initial charter petition: 5 years

The admission requirements include:  
Ingenium Charter Middle School ("ICMS") shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A). If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. ICMS affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. ICMS shall not charge tuition. ICMS will not discriminate against any student on the basis of disability, gender, 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. (See also Element 8: Admissions)

The operational capacity will be 270. 
The instructional calendar will be: see calendar, Appendix B. 
The bell schedule for the Charter School will be: 8:30-3:45 (details in Element 1, Section E). 
If space is available, traveling students will have the option to attend.

WHO WILL ICMS SERVE?

ICMS intends to open in August 2013 with 150 students, 90 in grade 6 and 60 in grade 7. In year 2, the school will grow by 90 students as it adds a new class of 6th graders. If space allows, we anticipate the student population will increase in the following increments in the next five years:

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Sixth</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Seventh</td>
<td>60</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Eighth</td>
<td>60</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>
The following information is derived from data referring to zip code 91304. An examination of the statistics reveals a rich diversity of ethnic, racial, socioeconomic, educational, and linguistic characteristics.

**Ethnicity/Race**

<table>
<thead>
<tr>
<th>Ethnicty/Race</th>
<th>91304</th>
<th>240</th>
<th>270</th>
<th>270</th>
<th>270</th>
<th>270</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>16,737</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>29,997</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>2,237</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>5,677</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>110</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>327</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Some Other Race</td>
<td>8,246</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2,632</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>65,963</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>100.00%</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Educational Attainment**

<table>
<thead>
<tr>
<th>Educational Attainment of Adult Population</th>
<th>91304</th>
</tr>
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<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>7,850</td>
</tr>
<tr>
<td></td>
<td><strong>11.9%</strong></td>
</tr>
<tr>
<td>Some High School, No Diploma</td>
<td>7,124</td>
</tr>
<tr>
<td></td>
<td><strong>10.8%</strong></td>
</tr>
<tr>
<td>High School Diploma</td>
<td>13,786</td>
</tr>
<tr>
<td>Education Level</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>20.9%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>23.5%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>7.8%</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Financial Data

<table>
<thead>
<tr>
<th>Household Income</th>
<th>Percentage</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Less than $15,000</td>
<td>9.59%</td>
<td>6,326</td>
</tr>
<tr>
<td>$15,000-$24,999</td>
<td>7.89%</td>
<td>5,204</td>
</tr>
<tr>
<td>$25,000-$34,999</td>
<td>8.92%</td>
<td>5,884</td>
</tr>
<tr>
<td>$35,000-$49,999</td>
<td>12.94%</td>
<td>8,536</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>17.94%</td>
<td>11,834</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>13.77%</td>
<td>9,083</td>
</tr>
<tr>
<td>$100,000-$124,999</td>
<td>9.51%</td>
<td>6,273</td>
</tr>
<tr>
<td>$125,000-$149,999</td>
<td>6.95%</td>
<td>4,584</td>
</tr>
<tr>
<td>$150,000-$199,999</td>
<td>5.14%</td>
<td>3,390</td>
</tr>
<tr>
<td>$200,000 and over</td>
<td>7.35%</td>
<td>4,849</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.00%</td>
<td>65,963</td>
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</table>

### Language Spoken at Home

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
<th>Count</th>
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<tbody>
<tr>
<td>Speak Only English at Home</td>
<td>55.21%</td>
<td>36,418</td>
</tr>
<tr>
<td>Speak Asian or Pacific Island Language at Home</td>
<td>5.198</td>
<td></td>
</tr>
</tbody>
</table>
The following are the educational open-enrollment options for middle school in (and near) this zip code: Christopher Columbus Middle School and John A Sutter Middle School.

ICMS will be non-sectarian in its programs, admission practices, employment practices, and all other operations. IMS will not charge tuition and will not discriminate on the basis of disability, gender, 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.

Ingenium Charter Middle School intends to serve middle school age students in the Los Angeles Unified School District and will reflect the ethnic, cultural, and economic diversity of LAUSD.

The school will open with 150 students in sixth through seventh grades during the first year. It will expand to 270 students by the third year at full enrollment. Average class size will be 30 students.

The table below indicates the anticipated enrollment at Ingenium Charter Middle School by grade level.

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<thead>
<tr>
<th>Enrollment by Grade Level</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Sixth Grade</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>Seventh Grade</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>Eighth Grade</td>
</tr>
<tr>
<td></td>
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<tr>
<td>60</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>150</td>
</tr>
<tr>
<td>240</td>
</tr>
<tr>
<td>270</td>
</tr>
</tbody>
</table>

Ingenium Charter Middle School will serve “regular” community children – it does not plan to seek out students with particular educational interests, backgrounds, or challenges. The overwhelming majority of students within LAUSD come from underserved communities.

Ingenium Charter Middle School proposes to be located at Christopher Columbus Middle School, 22250 Elkwood Street, Canoga Park, CA 91304, or other location within its general attendance area.
During the 2010-2011 school year Christopher Columbus Middle School’s student population was approximately 80.5% Hispanic or Latino, 6.8% White (not Latino), 5.5% Asian, 3.8% African American, and 2.8% Filipino. 26% of Christopher Columbus Middle School’s students were English Language Learners and 100% qualified for the free and reduced price lunch program.
<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% of Major Ethnicity #1</th>
<th>% of Major Ethnicity #2</th>
<th>% of Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus Middle School</td>
<td>948</td>
<td>N</td>
<td>Year 5</td>
<td>N</td>
<td>N</td>
<td>692</td>
<td>4</td>
<td>100%</td>
<td>16%</td>
<td>26%</td>
<td>80.5%</td>
<td>6.8%</td>
<td>5.5%</td>
</tr>
<tr>
<td>John A. Sutter Middle School</td>
<td>1,384</td>
<td>N</td>
<td>Year 5</td>
<td>N</td>
<td>N</td>
<td>741</td>
<td>8</td>
<td>85%</td>
<td>15%</td>
<td>24%</td>
<td>83%</td>
<td>5%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Charter Schools</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% of Major Ethnicity #1</th>
<th>% of Major Ethnicity #2</th>
<th>% of Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Learning Center (MLC)</td>
<td>379</td>
<td>N</td>
<td>Year 5</td>
<td>N</td>
<td>N</td>
<td>787</td>
<td>4</td>
<td>56%</td>
<td>14%</td>
<td>26%</td>
<td>78%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>IVY Academia</td>
<td>1,152</td>
<td>N</td>
<td>Year 1</td>
<td>N</td>
<td>N</td>
<td>846</td>
<td>7</td>
<td>13%</td>
<td>6%</td>
<td>3%</td>
<td>38%</td>
<td>32%</td>
<td>8%</td>
</tr>
</tbody>
</table>
MISSION AND VISION

Purpose:

*Inspiring students to become accomplished, enthusiastic learners who are prepared to be global leaders.*

Ingenium Charter Middle School students will set goals, develop action plans, and chart progress toward meeting their objectives. Students will learn to read, interpret, and use data to inform their goal setting.

Each day, students will be leaders in their classrooms by facilitating workshops, teaching their peers, and identifying opportunities for continuous improvement using various quality systems tools.

Mission:

*Ingenium Charter Middle School develops learners into global leaders through a learner-centered environment that empowers, innovates, and continuously improves.*

The learner-centered approach will be evident on the first day of the school year when students and their teacher(s) collaboratively develop a shared vision, code of cooperation, establish standard operating procedures, and set class goals.

Continuous improvement will permeate class cultures as students revisit action plans to determine whether or not goals were met and regularly check in on classroom processes and programs to identify opportunities for improvement.

Vision Statement:

Ingenium Charter Middle School:
- Trailblazes a learner-centered approach that ensures engagement and mastery.
- Monitors results to continuously improve.
- Empowers leaders to be global leaders.

*Trailblazes a learner-centered approach that ensures engagement and mastery*

Using tools such as Plan-Do-Check-Adjust (PDCA), students will set individualized learning and behavioral/social goals, prepare action plans for achieving these goals, and track their own academic and behavioral/social progress.

Students will demonstrate high levels of engagement by using deeper cognitive processing strategies (such as elaboration rather than simple or “surface” processing strategies such as rehearsal), persisting with difficult tasks, and monitoring their own learning progress.

*Educate*, ICMS’s electronic student grade book, will allow students and parents access to real-time data on student performance. This data will be used to inform both the instructional program and student goal setting.

*Monitors results to continuously improve systems*

Students will have access to multiple data points on their achievement. In each ICMS classroom, students will maintain a goal folder. The goal folder will contain student action plans, progress toward meeting academic goals, and evidence of learning.
Once students have provided three pieces of evidence demonstrating that they have mastered a standard, they will take a Standard Clearing Assessment (SCA). The SCA is the final verification that a student has mastered a California Content Standard. Students, teachers, parents, administrators, and the governing board have access to information on SCA passage rates.

Students will also track their enthusiasm for learning, engagement in learning, and level of personal responsibility through surveys, self-reflection journals, and other instruments.

**Empowers learners to be global leaders**

Ingenium Charter Middle School students will demonstrate high credibility, be forward thinking, maintain a team-oriented disposition, and inspire themselves and others toward common goals and exceptional results.

ICMS will use the *Leader in Me* program to instill in students an appreciation of character values that are important to their positive functioning in school and in society. Students that demonstrate high character will be acknowledged at monthly awards assemblies.

The Ingenium Schools Technology curriculum was developed with an eye toward the skills that will be important for students to possess in the ever-evolving future. The curriculum will be revisited each year in a strategy session open to all stakeholders. At the session, adjustments to the Technology curriculum will be considered to reflect changes and anticipated changes in technology demands.

ICMS classrooms will be inherently team-focused with collaboration always at the forefront. Students will collaboratively set class goals, track these goals, and work together to achieve them. They will continue this cycle throughout the school year. As classes achieve goals, they will hold celebrations. In working together, students will inspire each other daily as they understand that each class goal that is reached results in a sense of accomplishment that everyone is able to enjoy.

See Appendix K, “A Day in the Life of a Student,” for an illustration of what this vision will look like to a student on a typical day.

**EDUCATIONAL PHILOSOPHY**

Ingenium Charter Middle School’s educational program has been developed to provide expanded educational choice and opportunities for families in Canoga Park and surrounding communities. ICMS will strive to enroll a student body that is representative of the diversity of the surrounding community. It will serve students whose families have an interest in and a commitment to the school’s philosophy and vision.

ICMS shall be non-sectarian in its admission policies, employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.

The Ingenium Learning System (ILS) approach will greatly benefit all students and particularly those students whose progress has been hampered by the rigidity and lack of student and family empowerment within the traditional school model.

The ILS model has been informed by the Reinventing Schools Coalition’s Reinventing Schools Model (RSM). RSM proved to be extremely effective for the Chugach School District. After reinventing its
schools, Chugach saw consistent improvements in student performance; an analysis of aggregated data (2000-2004) from the Alaska Benchmark and High School Qualifying Examination achievement tests showed consistent improvement in students’ proficiency percentages in reading, writing, and mathematics.

**An Educated Person in the 21st Century**

ICMS will provide an environment in which children will develop into confident, self-motivated, resourceful, and productive lifelong learners. To meet the challenges of the current century, students at ICMS will acquire the habits and skills necessary to succeed in school and beyond as contributing citizens of the 21st century. These habits and skills include:

- Critical Thinking
- Leadership
- Problem Solving
- Continuous Improvement Cycle
- Collaboration
- Demonstration of Positive Character traits
- Hold Strong Technology Skills

<table>
<thead>
<tr>
<th>21st Century Habits and Skills</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>ICMS students acquire, manage, critically analyze, and use information as they manage their individual and class action plans, design individualized learning opportunities, and problem solve in their classrooms.</td>
</tr>
<tr>
<td>Leadership</td>
<td>In the classroom students facilitate workshops, act as peer tutors, and lead classroom discussions. Students draft action plans, monitor their plans, and graph results.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>ICMS students use quality systems tools to provide feedback on the instructional program. Using these tools, students brainstorm solutions to school or class challenges, identify the most effective solutions, and then collaboratively develop action plans.</td>
</tr>
<tr>
<td>Use the Continuous Improvement Cycle</td>
<td>The Plan-Do-Check-Adjust (PDCA) cycle is embedded in all school operations. The PDCA tool allows students, teachers,</td>
</tr>
</tbody>
</table>
administrators, and other stakeholders to set goals, determine a path by which to achieve the goals, and regularly check in on progress.

The adjust piece of the cycle allows for creative problem solving and additional strategic planning.

**Collaboration**

The ICMS classroom is intrinsically collaborative as students work together to achieve goals and improve the class operations.

**Demonstration of Positive Character Traits**

ICMS students will demonstrate the seven habits that form the Leader in Me program. 1) Be proactive; 2) Begin with the end in mind; 3) Put first things first; 4) Think win-win; 5) Seek first to understand; 6) Synergize; 7) Balance feels best.

**Hold extensive and constantly evolving computer skills**

ICMS will use the Ingenium Schools Technology curriculum to ensure that students have the skills necessary to thrive in an increasingly technology-driven world.

The Technology curriculum will be revisited each summer in a collaborative roundtable session with stakeholders to update the curriculum to reflect changing demands.

ICMS will implement a high quality instructional program that will provide students with the foundational skills necessary to succeed in college and career.

**How Learning Best Occurs**

Ingenium Charter Middle School’s educational philosophy focuses on creating an RSM-based learning environment. The RSM approach emphasizes student accountability through the use of quality system tools that build critical thinking and information disaggregation skills.

Expectations for student mastery of the California Content Standards (“CCS”) are clearly defined and transparent. In a traditional system, students are often confused as to their level of achievement and the steps necessary to reach the next grade level. At Ingenium Charter Middle School, students set academic goals based on the CSS, determine action steps, and regularly evaluate progress to determine opportunities for course adjustments.

The cycle for student goal setting is illustrated below:
Using this process, students will become increasingly aware of the central role they play in the course of their own education.

Students will be leveled into classes based on their performance on an entrance assessment. The entrance assessment will occur during the first week of school. The data collected will be used to group students performing at similar academic levels. Students may, over the course of the academic year, move through as many levels as they are motivated to clear. In the classroom, teachers will use differentiated instruction to address individual student needs. To clear an academic level, students must demonstrate mastery of the correlating California Content Standards through successful completion of the relevant Standards Clearing Assessment.

Standard Clearing Assessments have been internally developed at Ingenium Schools and are based on the CSS. The Assessment Coordinator will administer the SCAs and collect data on passage rates. This information can then be used by students and teachers to inform both development and revision of action plans.

Teachers will use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis (see Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001; Robert Marzano is an associate of RISC).

The McREL study identified instructional strategies that have a high probability of enhancing student achievement across age, grade, and content areas. The figure below lists nine categories of strategies that have a strong positive effect on student achievement. Ingenium Charter Middle School will use all nine strategies in its classrooms.
ICMS staff will be trained on all of these instructional strategies during summer orientation workshops. In addition, additional weekly professional development will be devoted to strategies for implementation in the classroom. Post professional development teacher observations will assist in identifying areas in which teachers need additional training.

In their book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Marzano, et al reference the three elements of effective pedagogy diagramed below:

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

Ingenium Charter Middle School will adopt all three elements. ICMS’s approach to effective pedagogy will lead students on the path to become proactive learners capable of setting goals, creating action plans, and making data driven decisions.

Each class will develop collaboratively a Code of Cooperation which will provide explicit guidance on behavior expectations in the classroom.

ICMS’s curriculum is based on the California Content Standards. Over the summer, teachers will develop progression of learning and pacing charts to guide instructional planning.

Students will be presented with the relevant standards for their grade level allowing for a transparent system in which students understand what they must know and be able to do to progress to the next grade level.
Ingenium Charter Middle School will enable all students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.

<table>
<thead>
<tr>
<th>Baldrige Core Values and Concepts</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIONARY LEADERSHIP</td>
<td>ICMS will:</td>
</tr>
</tbody>
</table>
| Visionary Leadership occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence. | • Involve all stakeholders in creating the vision, mission and goals for the school  
• Take responsibility for the vision, mission, values, goals, and performance of the school |

| LEARNING-CENTERED EDUCATION      | |
| Learning-Centered Education occurs when the school’s goals/objectives and actions support student learning and the current and future needs of students. | • Develop school goals/objectives and action plans based on high expectations and performance excellence  
• Measure learning periodically through formative assessments, adjusting instruction accordingly  
• Enable students to take responsibility for managing their education as co-directors of their learning  
• Provide opportunities for problem solving |

| ORGANIZATIONAL AND PERSONAL LEARNING | |
| Organizational and Personal Learning occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes. | • Continuously improve and adapt goals, approaches, and processes systemically and systematically  
• Embed learning in all activities and at all levels of the school, e.g., solving problems at their root cause, sharing knowledge to effect meaningful change |

| VALUING WORKFORCE MEMBERS AND PARTNERS | |
| Valuing Workforce Members and Partners occurs when staff and stakeholders’ input, shared decision making, on-going development, and collaboration are valued and enhanced. | • Provide for staff and stakeholder participation in developing processes and programs  
• Create an environment for collaboration and creativity  
• Provide recognition for staff  
• Recognize the contributions of the diverse cultures of the school community |

¹The definitions and examples represented in this table are cited from Montgomery County Public Schools, which earned the Baldrige Award in 2010. See http://www.montgomeryschoolsmd.org/info/baldrige/.
AGILITY
Agility occurs when there is the desire and the ability for faster and more flexible response to student and stakeholder needs.

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

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

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

SOCIETAL RESPONSIBILITY
Societal Responsibility is the belief in group norms and values and the practice of good behavior and plan for the protection of health, safety, and the environment of the school.

- Encourage partnerships within the school (professional learning communities, vertical articulation teams, staff development, etc.)
- Encourage partnerships outside the school (other schools, social service organizations, businesses, etc.)
- Regularly analyze classroom and/or individual student data early to facilitate adjustments in a timely fashion
- Use the PDCA cycle and quality tools to continuously examine and refine organizational practices
- Anticipate changes in educational and vocational requirements, instructional approaches, professional development needs, demographics, etc., adjusting school goals accordingly
- Encourage innovative strategies and processes, using quality tools to organize, prioritize, and plan for innovations and the PDCA cycle to determine value
- Analyze multiple sources of data in evaluating student achievement; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes
- Analyze data routinely to make decisions and to determine needs, areas for improvement, cause and effect, etc., disaggregating data, as required, to examine specific student groups
- Model ethical behavior and plan for the protection of health, safety, and the environment of the school
- Go beyond mere compliance in meeting local, state, and federal laws
Ingenium Charter Middle School will periodically prepare California Performance Award and Malcolm Baldrige Award for Performance Excellence applications to evaluate progress towards its goal of becoming a world-class Baldrige-based educational institution.

**Instructional Framework: Ingenium Learning System**

All Ingenium Charter Middle School classrooms will deploy the Ingenium Learning System (ILS), which Ingenium Charter Middle School’s parent organization, Ingenium Schools, has adapted from the Reinventing Schools Model.

The ILS employs inquiry-based learning and learner self-initiative. By motivating all students, fostering a desire to learn, and providing a high-quality educational experience, the ILS will guide each student to achieve her full potential.

In ICMS’s classrooms, teachers and students will utilize processes and systems to guide individual and class learning. All students will manage their learning and chart their progress across content areas. Students will regularly set goals, evaluate their progress, and make adjustments, if necessary, to their action plans.

The following elements will be common to all Ingenium classrooms:

- Data Center
- Student Goal Folders
- Scoring Guides and Capacity Matrixes (see Appendix C).
- Use of quality tools and the Plan, Do, Check, Adjust (PDCA) cycle.

**Classroom Data Centers**

The focal point of the Ingenium Learning System is the classroom data center. It is central to the program and communicates a classroom environment focused on evidence of student learning. Data centers become a reference for teachers and for all students to organize and maintain a results-based focus. A classroom in which each student understands the expectations based on explicit, measurable goals/objectives with data charts and quality tools to keep the class on track is critical to attaining results.

The classroom data center will evolve as the teacher and all students:

- Formulate the class vision, code of cooperation, and core values that shape the class culture.
- Develop and evaluate class goals/objectives and action plans.
• Establish action plans for each goal and frequently monitor progress to determine program effectiveness.

• Incorporate quality tools and the PDCA cycle to problem solve — assessing, redirecting, and revising goals/objectives as needed.

Curriculum and Instructional Design

Ingenium Charter Middle School’s ILS educational program has been designed around the RSM and Baldrige quality principles, processes, and tools.

Long Beach Unified School District has implemented Baldrige programs in a number of its schools. Emerson Parkside Academy, a conversion charter school in Long Beach, increased its API from 536 in 1998 to 820 in 2007 through the use of Baldrige systems and processes. In 2006 Emerson Parkside Academy won the Silver Level California Award for Performance Excellence.

ICMS will work closely with the Re-Inventing Schools Coalition (RISC), which was formed by the leaders of Chugach School District when it won the Baldrige Award, to perfect its own Baldrige implementation.

Baldrige Core Values and Concepts

The foundation of ICMS’s business practices and educational philosophy is the Baldrige Core Values and Concepts, which are incorporated in the RSM. These Values and Concepts form the basis for the Malcolm Baldrige National Quality Award.

Addressing the Needs of the Targeted Student Population

According to 2010 CST results, only 37% of students at Christopher Columbus Middle School scored at or above proficient in Language Arts. Five percent of English Learners scored at or above proficient in this area.

In the area of Mathematics, only 33% of students at Christopher Columbus Middle School scored at or above proficient. Only 7% of English Learners scored at or above proficient in this area.

In the area of Science, 53% of students at Christopher Columbus Middle school scored at or above proficient. Nine percent of English Learners scored at or above proficient in this area.

In the area of History-Social Studies, 31% of students at Christopher Columbus Middle School scored at or above proficient.

The Reinventing Schools Model, from which the ILS was adapted, has a positive impact on schools. The following bulleted list demonstrates some of the underlying reasons for the program’s success:

• Dr. Deming, upon whose theories the RSM framework for excellence is modeled, stated that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty individuals. The Baldrige approach reinforces this focus on improving systems and processes and not blaming students for these failures.

• RSM is a leadership model that provides guidance on how to manage a system to empower stakeholders. In this way, students, families, community members, political leaders, and other
individuals feel connected to and a part of a collaborative effort to achieve outstanding results.

- Teachers and all students become co-directors in the creation of a classroom culture defined by success. The class collaboratively writes a shared vision statement, which guides classroom decision making. Quality system tools provide a mechanism by which students may continually comment on the direction of the instructional program.

Classroom strategic planning preserves instructional time by reducing disruptions that result when a traditional top-down boss-management approach is used by teachers. In a Baldrige classroom everyone is considered important to the success of the group and, within the framework of this cooperative, learning inevitably and dramatically increases.

Mission and excellence factors for students and teachers are regularly measured using quality tools and analyzed before determining strategies for improvement. Nothing about the strategic plan is rigid; all areas are open to adjustment and reinvigoration.

How the Reinventing Schools Model improves the resilience of all students, including those with significant behavior and academic challenges

Traditional schools frequently have a punitive approach to discipline. If these approaches were effective, there would be no or very little need for in-school suspension, detention, or out-of-school suspension or expulsion. These approaches put nearly the entire onus for school and classroom behavior problems on the students. This emphasis on individual culpability rather than system failure is misguided.

The Reinventing Schools Model improves student resilience through the following methods:

- Fostering a collaborative approach at the school level allows all students to participate as members of teams empowered to solve system issues.
- Building partnerships between students and other stakeholders to analyze data, determine root causes, and establish action plans to solve a variety of challenges within the school.
- Connecting everyone in the school and all outside stakeholders--making the culture of synergy and caring evident.

Addressing California Content Standards

Ingenium Charter Middle School’s instructional approach will support student achievement of the objectives specified in the charter and mastery of the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605 by the following processes:

- The California Content Standards will form the basis of student generated action plans. Students will monitor their progress toward mastery of all of their grade level standards and make adjustments as necessary.
- The Student Goal Folder will contain each student’s individualized learning plan (ILP). The ILP will contain student PDCA sheets, progress tracking documents, and evidence that students have attained their goals.
- Comparative data will be posted and analyzed in each content area to monitor progress at the individual, class, and school-wide levels.
- Overall data trends will be evaluated at every level and discussions will take place on a weekly basis regarding curricular adjustments and interventions to be utilized for struggling students as well as enrichment recommendations for high achieving students.
• Prior to the start of the school year and during professional development time over the course of the summer, teachers in all content areas will unpack the California Content Standards and create progression of learning and pacing charts.

• Progress reports will reflect standards-based grading. Grades will be based on student progress toward mastering the California Content Standards for their grade level. All assignments, assessments, and projects will be standards-based and all students will continue to focus on their goals for mastering the standards throughout the school year. Correlation studies will be performed using school-wide mastery of the standards and comparative data from the California Standards Test in each content area as appropriate. A full analysis of school performance as well as class and individual performance will be studied as data becomes available. Trends will be noted and, prior the start of the next school year, recommendations and an action plan will be developed to address areas in need of modification.

Curriculum

Ingenium Charter Middle School will offer a curriculum that is aligned with the academic performance and content standards of the California State Board of Education and supplemented by verified research-based curriculum models. The core curriculum will consist of language arts/reading, mathematics, science, and social studies. In addition, the instructional program will include physical education, visual-performing arts, technology, and foreign language courses.

ICMS understands that children learn best when they are engaged in activities that capitalize on their natural curiosity and assist them in uncovering areas of talent or passion. In addition to meeting California state-mandated curriculum standards, Ingenium Charter Middle School will provide all students with the opportunity to experience other cultures and develop a global perspective through school wide events, projects, and field trips.

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

The school will have specific standards-based curriculum for each grade level. The intended outcome for the school will be that all students function at or above grade level as set by state standards in areas of reading/language arts, mathematics, science, and social studies.

Innovative teaching plans will provide activities to build visual, auditory, and kinesthetic skills for all students. A learning styles inventory will further guide instructional decision making and assist in tailoring instructional delivery to student needs. These activities will provide engaging ways to capitalize on children’s individual intellectual strengths and manners of learning.

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

The Ingenium Charter Middle School curriculum will be guided by the California content standards specifying what all students must master each academic year.

Our curriculum will give students the opportunity to become natural learners. We believe that growth is developmental and ICMS will be prepared to assist students at different developmental levels socially.
and emotionally. We understand that children learn best when they are engaged in activities and studies of interest to them. In addition to meeting California state-mandated curriculum standards, Ingenium Charter Middle School will provide all students with the opportunity to learn a second language, experience other cultures, and understand the challenges that they face in a global society. The school will encourage all students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. The school will foster a learning community in which all students experience respect for their sustained efforts as well as their immediate successes.

As mentioned earlier, the curriculum is developmentally appropriate, as it is based on a developmental model that holds that children have identifiable stages of development and their education must be appropriate to the specific stages of development, and it is aligned with the California state curriculum framework. The school has specific standards-based curriculum for each grade level. The curriculum outcome standard of the school is that all students function at or above grade level as set by state standards in areas of reading, language arts, mathematics, science and social studies.

The core curriculum consists of reading/language arts, mathematics, science, and social studies. In addition all students will be taught physical education, visual-performing arts, technology, and foreign language courses.

The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis will be on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction.

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

The Visual and Performing Arts learning standards form a bridge for all students at Ingenium Charter Middle School to achieve excellence. The arts program supports and extends learning experiences for all students in basic literacy and advance skills in Language Arts, Math, Science, and History/Social Science. The arts program will engage all students in activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student-produced products.

**Core Academic Course Descriptions**

**Math**

According to the 2003 National Assessment of Educational Progress (NAEP), a large gap still exists in math performance between white students and Hispanic and African American students. And the latest TIMSS (Trends in International Mathematics and Science Study) data (1999) shows the United States to be behind many other industrialized countries in math achievement. Out of the 34 countries that participated in the study, the United States ranked nineteenth in math performance.

Since the passage of the No Child Left Behind Act, demand for mathematics programs and practices that have been proven by scientific research to be effective has increased. The No Child Left Behind Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement.
Prentice Hall Middle School Math

ICMS will use the Prentice Hall Middle School Math program. PRES Associates, an independent research firm, conducted a study to assess the effectiveness of Prentice Hall Middle School Math in helping students attain critical mathematics skills during the 2007-2008 school year. The evaluation study employed a randomized control trial (RCT) design, which was utilized to meet the rigorous standards of the What Works Clearinghouse (WWC). The study was conducted across 5 schools in CO, FL, KY, MI, and NY. The sample included 15 teachers and 922 students in the seventh grade. The students were assessed at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS), Group Mathematics Assessment and Diagnostic Evaluation (GMADE), and Balanced Assessment of Mathematics (BAM) assessments.

In the first year of use, students at all ability levels using Prentice Hall Middle School Math showed significant improvement in the areas of:

- Math concepts and estimation
- Math vocabulary
- Problem-solving and interpretation
- Communicating mathematical ideas
- Math computation

In addition, students who used Prentice Hall Middle School Math showed a significantly greater gain in math computation skills as compared to students who used other math programs.

Reading and Language Arts

Ingenium Charter Middle School will use Pearson Literature California Reading and Language, a comprehensive literature program developed specifically for California and based on the most recent reading research. Organized around Big Questions and the Understanding by Design model of Grant Wiggins, the program also provides differentiated instruction for struggling readers, English learners, and advanced learners, making the program curriculum accessible to all students and ensuring that all students have the opportunity to master the State’s English-Language Arts Content Standards.

Science

Ingenium Charter Middle School Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the middle curriculum. It will nurture a lifelong fascination with the natural world in all our students.

The Science Program is based on the following principles of scientific literacy.

- All children can investigate and learn science concepts and can experience success in science.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science.
• While engaged in the study of science, children should have the opportunity to build success in other curricular areas.

• Science content should be presented to children in an interesting, comprehensible, and easily organized format.

• Children’s competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

Ingenium Charter Middle School Science Program incorporates the California Science Standards, both in spirit and in content, in the following ways:

• The Standards for the Investigation and Experimentation strand are infused within the content.

• Students learn science by direct instruction and by reading the Prentice Hall California Focus on Earth, Life, and Physical Science textbooks and supplemental materials.

• Each lesson involves all students in hands-on investigations.

• Science assessments measure both content and process — what all students should know and should be able to do — and do so in a variety of contexts.

Social Studies

The goals of the California History/Social Science Framework fall into three broad categories:

(1) Knowledge and Cultural Understanding;

(2) Democratic Understanding and Civic Values and

(3) Skills Attainment and Social Participation.

Inherent in Ingenium Charter Middle School’s Baldrige design is a highly collaborative environment for staff, teachers, all students and parents. This design will promote cross-grade level articulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals. The communities in which all our students live and that surround our schools are a rich resource and have vast and colorful histories that all our students will become aware of. All our students will begin to discover the connections to and the relationships between our community and the larger societies. All our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at Ingenium Charter Middle School will acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view, and historical interpretation to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

In addition to community participation and student-led community projects, all students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from
our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through mastery of the standards, all students will know the facts and understand common and complex themes throughout history, making connections between their own lives, the lives of the people who came before them, and the lives of those to come after.

**Visual and Performing Arts**

Ingenium Charter Middle School will offer a visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that all students should:

- Be able to communicate in four arts disciplines – music, visual arts, dance, and theatre.
- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

The Ingenium Charter Middle School visual/performing arts program will support and extend learning experiences for all students in basic literacy and advance skills in language arts, math, science, and history-social science. The arts program will engage all students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student-produced products. Ingenium Charter Middle School recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program will celebrate cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, all students at Ingenium Charter Middle School will participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project will allow all students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.)

**Ingenium Charter Middle School Text List**

The following table indicates the textbooks that Ingenium Charter Middle School currently intends to use. However, ICMS reserves the right to update these texts with new editions or replace them with other State-aligned textbooks. Pearson publishes the textbooks.

<table>
<thead>
<tr>
<th>Text Name</th>
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</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Prentice Hall Mathematics</td>
</tr>
<tr>
<td><strong>History-Social Studies</strong></td>
</tr>
<tr>
<td>Prentice Hall Ancient Civilization/Medieval Times/America: History of our Nation</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Prentice Hall California Focus on Earth, Life, and Physical Science</td>
</tr>
</tbody>
</table>
In future years, grade level teachers will meet and advise the principal as to areas of need and recommended books and materials for the following year. Curricular purchases will be implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning, and brain functions. Curricular materials will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from our curricular programs. Decisions will be made in light of the following questions:

1. Are the curricular materials aligned to the California standards?
2. Is interactive learning promoted and is the child's construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
6. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
7. Is it of interest to children and to the teacher?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it build on and elaborate children's current knowledge and abilities?
10. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
11. Does it facilitate integration of content across traditional subject matter areas?
12. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
13. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
14. Does it foster children's exploration and inquiry rather than focusing on "right" answers or "right" ways to complete a task?

15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?

16. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?

**Family and Community Participation**

Collaboration is an integral component of an ILS school. The school year begins with the creation of a shared vision. Every stakeholder has an opportunity to provide input into this collaboratively-constructed statement of the school’s planned destiny. The vision statement will be revisited at multiple points over the course of the academic year to check in on the school’s progress or amend the shared vision if needed.

Each day, families and community members will take an active role at the school, from acting as volunteers to helping to shape school processes and programs. Within the context of the RSM, all stakeholders will be leaders and driving forces of school effectiveness.

Community bridge events, family bulletins, a suggestion box located in the main office, a school blog, and a regularly updated website will ensure that stakeholders are informed of important happenings at the school. An evolving, posted list of volunteer opportunities gives stakeholders choices in how to best become active members of the school community.

Multiple open house events will give stakeholders a deeper glimpse into the functioning of the school. Further, the school’s open door policy invites students, at any time, to informally share their experiences with their families.

Quarterly roundtable events will further encourage partnerships by inviting stakeholders to generate additional ways that they would like to be involved with the school and providing them a platform by which to suggest ways that school processes and programs may be improved.

**Implementation Plan and Timeline for Instructional Program (2013-2016)**

**February 2013 – May 2013:** Creation of schedule, course selection, RSM training for administrators, school visitations of successful Baldrige program site, including other Ingenium Schools locations.

**February 2013 – April 2013:** Begin recruitment process and hiring of teachers, parent/community meetings, and student recruitment.

**March 2013 – May 2013:** Hire teachers, curriculum development (pacing charts, assessment development, lesson planning), initial faculty RSM training (including delivery of self-study RSM materials to teachers), and final selection and ordering of curriculum and other instructional materials.

**May 2013 – June 2013:** ILS professional development.

**June 2013 – August 2013:** Review all incoming students’CST data, assess all incoming students for placement and CELDT, student/parent RSM/ILS “boot camp,” final scheduling, teacher RSM/ILS training
and classroom preparation. Entry of student and family data into PowerSchool and educate student information systems.

**August 2013 – March 2014:** Classes begin, continuous work throughout the school year reviewing results and revising action plans by each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, and recruitment of new students for 2014-2015 school year. Apply for WASC Affiliation status at beginning of second semester. Student mastery of standards tracked, monitored, and reported from the educate SIS.

**March 2014 – June 2014:** Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, begin work on submission of Initial Visit materials for WASC, formation of WASC team and creation of documents for WASC, selection and ordering of curriculum and other instructional materials for next school year, and lottery and final acceptance letters for all new students.

**June 2014 – August 2014:** Professional development, focus on RSM/ILS training for new hires, creation of a peer support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2014-2015, student/parent boot camp and testing of students for placement/CELDT. Standards/scoring guides/capacity matrices in educate SIS revised.

**August 2014 – March 2015:** Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on RSM/ILS methodologies with support from the Principal and RISC, initial WASC visit and status notification, WASC candidate status achieved, recruitment of new students.

**March 2015 – June 2015:** Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, selection and ordering of curriculum and other instructional materials for next school year, lottery and letters of acceptance for all new students.

**June 2015 – August 2015:** Professional development, focus on RSM training for new hires, continuation of the peer support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2015-2016, student/parent boot camp, and testing of students for placement/CELDT.

**August 2015 – March 2016:** Classes begin, continuous work throughout the school year on reviewing results and revising action plans for each teacher, continued professional development on Baldrige/ILS methodologies with support from the Principal, and recruitment of new students.

**March 2016 – June 2016:** Planning for next school year, selection and ordering of curriculum and other instructional materials for next school year, final letters of acceptance for new students.

**June 2016 – August 2016:** Professional development, focus on RSM/ILS training for new hires, continuation of the peer support plan for new teachers, review of end of year data as results come in...
from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2016-2017, student/parent boot camp, testing of students for placement/CELDT, prepare materials for CAPE and Baldrige submission, begin work on WASC self-study for next phase of accreditation. Standards/scoring guides/capacity matrixes in educate SIS revised.

**Teacher Recruitment**

ICMS will begin its faculty recruitment effort in February 2013. It will advertise its openings at local university training programs that specialize in producing NCLB-qualified teachers, including UCLA, USC, California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, Claremont Graduate Universities and Mount St. Mary’s College. It will also advertise on EdJoin and CCSA’s placement service.

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

In order to ensure that candidates are NCLB-qualified, ICMS’s teacher application package will include an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete. In addition, the Office Manager will complete an “NCLB Teacher Requirements Form” and verify the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures including demonstrated student achievement with ICMS’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to ICMS’s mission and RSM program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the ICMS faculty at the end of the process and, if they accept the invitation, will be sent an employment agreement to complete.

**Professional Development**

Upon completion of employment agreements in spring 2013, teachers will be provided with a portfolio explaining ICMS’s Ingenium Learning System program as well as a professional goal folder. Just as all ICMS students will set learning goals, develop action plans, and track their learning progress, ICMS teachers will similarly develop their own professional development goals and action plans and track their progress in their goal folder.

Contracted teachers will be invited to observe classes at a Baldrige or RSM-based school for several days in the spring of 2013. They will also be required to attend a two-day workshop in early July. The workshop will focus on classroom deployment of the Ingenium Learning System. In addition, at this time, teachers will present their professional development goals. Teachers will be provided with RSM self-study materials in July.
Further, Ingenium Charter Middle School will encourage educators to be teacher-researchers utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to the instructional program, formulate questions regarding curricula and instruction, hypothesize solutions, report to peers, and adapt new lessons to meet the unique needs of students.

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

A two-week program/staff development session in August will provide staff with the opportunity to plan a course of study that reflects the California Content Standards and integrates high expectations for student learning. Session topics will include the Baldrige Award in education, the Reinventing Schools Model, the Ingenium Learning System, using data to make instructional decisions, quality tools in the classroom, and utilizing technology in the classroom.

Every Wednesday the school will employ a shortened schedule. The instructional day will end after the lunch hour, leaving several hours for professional development in the afternoon.

Through the first school year the school will use the services of RISC to help set up the RSM elements of the school’s program, make classroom observations, and consult with all teachers. In addition, teachers will spend one hour on data analysis each week.

While Ingenium Charter Middle School’s budget includes a significant line item for RISC ($10,000) during start-up and the first year, most professional development sessions will be led by Ingenium Charter Middle School and Ingenium Schools’ staff.

Teachers will post graphs indicating the learning progress of their classes on classroom bulletin boards. They will also report on their class progress in monthly data reports to the Principal, who will work with staff on the basis of the data presented. The Principal will also conduct quarterly conferences with teachers in which the teacher’s professional goals and action plan are evaluated.

In addition to the RSM, the professional development program will place special emphasis on providing educational services to the targeted student population – such as SDAIE training and review of the California English Language Development (ELD) standards. Within this strand of professional development, teachers will also learn how to build out research-driven ELD lessons.

Professional development topics will also include:

- Reinventing Schools Model training
- Baldrige leadership training
- Effectively using a Professional Goal Folder
- California Content Standards-based effective lesson planning
- Development and monitoring of cross-curricular projects and authentic assessment tools
- Monitoring student mastery of the California Content Standards and adjusting instruction to maximize student mastery
- Classroom management
- Differentiated instruction
- Standards based grading and assessment
- Mainstreaming special needs students
- Writing across the curriculum
- Integrating technology into the classroom

**Academic Calendar and Instructional Time**

Ingenium Charter Middle School will have at least 175 student days and an additional 10 professional development days for its teachers. It will exceed the required number of minutes of instruction as set forth in Education Code §47612.5.

**Bell Schedule**

The Ingenium Charter Middle School day begins at 8:30 AM and ends at 3:45 PM except on Wednesdays, when the school day ends at 2:30 in order to provide an hour and a half for professional development and teacher collaboration.

<table>
<thead>
<tr>
<th>Mondays and Thursdays</th>
<th>Tuesdays and Fridays</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 8:30-10:35</td>
<td>Period 4 8:30-10:35</td>
<td>Period 1 8:30-9:20</td>
</tr>
<tr>
<td>Lunch 12:55-1:40</td>
<td>Lunch 12:55-1:40</td>
<td>Period 3 10:30-11:20</td>
</tr>
<tr>
<td>Period 3 1:30-3:45</td>
<td>Period 6 1:30-3:45</td>
<td>Period 4 11:24-12:14</td>
</tr>
<tr>
<td></td>
<td>Lunch 12:14-12:56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Period 5 12:56-1:36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Period 6 1:40-2:30</td>
<td></td>
</tr>
</tbody>
</table>

Instructional time is as follows:

<table>
<thead>
<tr>
<th>Regular Schedule Minutes</th>
<th>Wednesday Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional minutes</td>
<td>375 bulkhead 300</td>
</tr>
<tr>
<td>Total Instructional Time</td>
<td>375 bulkhead 300</td>
</tr>
</tbody>
</table>

Ingenium Charter Middle School attendance accounting system will meet the requirements of Los Angeles Unified School District and CDE. Ingenium Charter Middle School will comply with Education Code §47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy; for example: having a parent conference, detention, or restriction from participating in school activities such as sports, field trips, etc.

**Reference to NCLB**
Ingenium Charter Middle School agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher’s assistants will be in full compliance with all NCLB provisions. It also agrees to adhere to the provisions regarding “School Choice” and “Choice Students.”

**Identification of who will be Accountable for Student Progress**

Ultimately, all students will be responsible for their own progress—their acceptance of responsibility is Ingenium Charter School’s central core value (see Element 1). In addition, teachers will be responsible for student progress as measured by multiple assessment results. Student performance will be measured on the STAR, Standard Clearing Assessments, quarterly benchmarks, and projects. Student progress will be a significant feature of teacher evaluation.

The principal will also be held accountable for student progress based on assessment results. Student progress will be a significant tool in determining principal effectiveness.

The school intends to rely heavily on value-added measurements of teacher and administrator performance. Value-added measurements target the improvement students demonstrate during the period they are in contact with the teacher and school.

Teachers and academic level teams will set goals with action plans and collect examples of evidence. Discussion and goal setting will occur at the beginning of the year with quarterly evaluations of school progress toward the goals. In this way, teachers will model methods of data collection, and analysis toward a system of school-wide continuous improvement.

**Accreditation**

Over the course of the second semester of ICMS’s first year in operation, ICMS will submit a Request for WASC Affiliation form. WASC will then send ICMS an Initial Visit Application/School Description form that ICMS will complete and return.

Upon receipt of the forms and approval to proceed, WASC will arrange for a two-member visit to the school. In addition to the documentation provided with the application, ICMS will make available other supporting documentation during this initial visit. Following the visit, the visiting committee will submit a report containing recommendations regarding the school’s ongoing improvement to the WASC Accrediting Commission for Schools for action.

If the Commission’s action is favorable, the school will be granted either interim accreditation or candidacy for a term not to exceed three years. ICMS’s goal is to achieve interim accreditation at this stage.

Its third year of operation, ICMS will apply for full accreditation using the WASC Focus on Learning, California Charter Schools, 2004 Edition protocol to prepare its self-study.

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING**

Fundamental to Ingenium Charter Middle School’s approach to academically low achieving students is the RSM/ILS systems used in our classrooms. Low achieving students, as with all other students, will set learning goals, create action plans for meeting their goals, and track their learning progress.
This increased level of empowerment and accountability will reinvest low achieving students into their education.

Ingenium Charter Middle School will ensure equal access for academically low achieving students in the following ways:

- The focus will be on the improvement of instructional, assessment, and communication processes and not on “fixing” students.
- In an RSM school, all stakeholders take part in frequent data analysis to ensure system improvement and efficacy.
- After enrollment, all students will be assessed. Students academically at risk of retention will be provided with targeted, structured, and systemic intervention to address areas of weakness.
- Teachers will be facilitators of learning. In an ILS classroom teachers regularly seek and analyze student feedback.
- Regular and frequent in-process (formative) assessments will be given. Students will record their results, set goals for improvement, and prepare action plans for meeting their goals. Classes as an aggregate will track their learning progress on charts posted on bulletin boards, set class goals, and create class action plans.

Each capacity matrix will be tied to “resource matrices” that include various resources available to help students who have fallen behind. Resources will include extra study opportunities, peer tutors, family support plans, after school program intervention opportunities, and additional teacher support.

Teachers and all students will regularly use a Plan-Do-Check-Adjust process and analyze root causes of errors and make course corrections if necessary.

Informal feedback will be collected systematically through the use of quality tools, student engagement surveys, and learning inventories. These tools empower all students to become partners in their educational experience.

An assessments coordinator will be responsible for reviewing whether content standards benchmarks are being met and a team of diverse stakeholders will be assembled to check in on progress quarterly. Celebrations are embedded in the RSM-based classroom as all students achieve their individual and whole class interim and cumulative goals and targets.

**Academic Support for Low Achieving Students**

Students identified for intervention may also be referred to the Student Success Team (SST). Students may be referred to the SST by a parent, teacher, or administrator. The SST will provide assistance to students who need intervention and support. It will begin with a meeting involving the school principal, teachers, parents and other school resources as needed. The meeting will provide an opportunity for each participant to share ideas on how to improve the student’s ability to meaningfully participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that capitalize on student strengths.

In addition, the ICMS counseling program will be an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development.
Students who demonstrate an emotional and/or behavioral need for services may be referred for counseling by a parent, teacher, or administrator.

**PLAN FOR STUDENTS WHO ARE SOCIOECONOMICALLY DISADVANTAGED**

Given that the majority of Ingenium Charter Middle students will come from the low socio-economically disadvantaged population, many will not come into the school with the proper tools and academic vocabulary and a lack of belief in their own ability to achieve, which would put them at great risk for failure. ICMS teachers will work on an individual level with each student, helping them to identify their own learning styles, set their own goals within the overall academic goals set forth in the course, give them the tools with which to achieve them and celebrate those achievements building their self-esteem, and giving them encouragement at every level. As students see progress in their own achievements, they will begin to believe they can achieve and consequently will continue to improve and master the standards as teachers continue to adjust teaching strategies to assist and guide them in their journey.

It is expected that the majority of the students at Ingenium Charter School will have low socio-economic backgrounds; 100% of Christopher Columbus Middle School students qualified for free or reduced meals in the 2011-2012 school year.

Several successful Baldrige-based school districts have similar proportions of low socio-economic status students. For example, 50% of the working age population in Chugach School District was unemployed and ¾ of the population was below the poverty line when the district won the Baldrige Award in 2001.

The Institute for Student Achievement studied the challenge of meeting the needs of low-achieving students and concluded that the following strategies “can turn low achievement into academic success” for these students. The recommended strategies are “academic rigor, support for students, personalization, continuous improvement and a professional learning community for teachers.” (“Reclaiming Children Left Behind” by N. Gerry House, The School Administrator, January, 2005).

Ingenium Charter School employs each of these strategies.

**Academic Rigor**

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

Ingenium Charter School’s learning-centered educational program (see the “Learning-Centered Education Cove Value above) supports academic rigor by:

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

**Support for Students**
ICMS provides multiple support systems for students, including:

- **Big Up Kldz!** after school program.
- The Individual Learning Plans and Student Assessment Binders through which students set learning goals, create action plans for meeting their goals, and track their learning progress.

**Personalization**

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

**Continuous Improvement**

The PDCA process is built into the core of the Reinventing Schools Model and is a classic continual improvement system.

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING**

ICMS recognizes that students who are gifted, high achieving, and/or talented (“GATE” students) have attributes as individual in nature as those of other ICMS students.

To identify GATE students, ICMS will accept a designation by the District or another school district. In addition, ICMS will assess referred students after they enroll. Students may be referred for GATE testing by a parent, teacher, or administrator. Parent approval for testing will be secured prior to test administration. District criteria will be used to determine if a student qualifies as GATE.

Once identified, GATE students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. The Ingenium Learning System is particularly well-suited to GATE students as the ILS allows for students to individualize their goals and move at an accelerated pace while choosing channels through which to demonstrate mastery (e.g., writing a formula to solve math problems, creating a Power Point to demonstrate learning, etc.).

**PLAN FOR ENGLISH LANGUAGE LEARNERS**

ICMS will meet all applicable legal requirements for English Learners (EL) including annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ICMS will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of EL students and their parents.

**Home Language Survey**

ICMS will administer the home language survey upon a student’s initial enrollment into ICMS.

**CELDT Testing**

All students who indicate that their home language is other than English will be administered CELDT (California English Language Development Test) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.
ICMS will notify all parents of ICMS’s responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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 CELDT.

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil in the evaluation of the pupil’s curriculum mastery.

- Parental opinion and consultation achieved through notice to parents or guardians of the language reclassification and placement processes and the encouragement of parent participation in these processes.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance of English proficient pupils of the same age that to establish that a student is prepared to participate effectively in a curriculum designed for native English speakers.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress in the areas of comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Language Learner Instruction and Intervention
ICMS will use Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program.

Teachers will use visual scaffolds such as graphic organizers, employ pre-teach and re-teach activities using flexible grouping strategies, and provide an individualized learning experience for students depending on their location on the English language continuum. The instructional program will be based on the California ELD instructional framework and standards.

ICMS will provide staff development to all teachers in the specialized needs of English Language Learners and strategies that will support them.

It is expected that English Learners will make a minimum gain of one level of proficiency annually. For students who are not making adequate progress, ICMS will develop an Intervention Plan to provide them further assistance in their English language development.

Monitoring and Evaluation of Program Effectiveness
ICMS will:

- Monitor student identification and placement.

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
Monitor use of appropriate instructional strategies.

SPECIAL EDUCATION
Serving Students with Disabilities

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 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Ingenium Charter Middle School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Ingenium Charter Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) schools.

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 will now create 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). 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 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. Conversation charter schools must distribute the District’s brochure, “Are you Puzzled by You 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 DEGREE 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 monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measurable outcomes and facilitates 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 District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Ingenium Charter Middle School recognizes its responsibility to enroll and assist students with disabilities who will benefit from its programs and who otherwise qualify for enrollment. Further ICMS understands its legal responsibility to ensure that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities” of ICMS.

Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to, learning, is eligible for accommodation by ICMS. ICMS is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of ICMS.

ICMS 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"). ICMS intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of a Special Education Local Plan Area ("SELPA"). ICMS shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a group of charter school LEAs as a consortium.

ICMS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms. ICMS shall be solely responsible for its compliance with Section 504 and the ADA.

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ICMS shall be categorized as a “public school” within SELPA in conformity with Education Code Section 47641(b). ICMS shall comply with a Memorandum of Understanding (“MOU”) between SELPA and ICMS related to the delineation of duties between SELPA and ICMS.

ICMS will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710 and in compliance with the California Master Plan for Special Education (Education Code Section 56000 et seq.). ICMS intends to contract with a Special Education provider and will monitor the compliance with all applicable federal and state laws. ICMS personnel, school administrators, and other mandated IEP team members will attend staff development and/or training meetings sponsored by SELPA and other trainings as necessary to obtain information to support compliance with IDEA regulations.

Charter schools do not operate 0-5 preschool programs and ICMS understands that additional training may be necessary to understand the Child Find procedures and requirements.

Services for Students under the “IDEIA”

ICMS will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. ICMS will comply with SELPA protocol as to the delineation of duties between SELPA and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between ICMS and SELPA to review special education policies, procedures, protocols, and forms of SELPA will ensure that ICMS and SELPA have an ongoing mutual understanding of SELPA protocol and will facilitate ongoing compliance.

Assessment and IEP Process
ICMS will comply with all federal, state, and district mandates when designing its assessment and IEP Process. This includes the following:

a. Search and Serve/Child Find.

b. Referral for Assessment.

c. Assessment.

d. Development and Implementation of an Individualized Education Program (IEP).

e. IEP Review.

f. Due Process Procedures.

Step 1: Search and Serve

The parents of all new students at ICMS will be informed that special education and related services are available at no cost to them. In addition, students who show signs of need for Special Education will be referred to the Student Success Team (SST) for evaluation and support. Referrals for SST action may be made by a parent, teacher, or administrator.
After a referral, the SST will schedule a meeting in which parents, teachers, and administrators share information and collaboratively develop and monitor an intervention plan for the student. 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 classroom. In addition, at this time, the team will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom are not sufficient in meeting the student’s needs.

The SST team will determine a date at which to check in on the intervention plan to evaluate its efficacy. At that point, the team may decide to recommend that a student be tested for special education, continue with interventions memorialized in the intervention plan, or it may implement additional or different interventions.

This approach signals a total school commitment to providing assistance and creating a context for success in the general education classroom to students with unique or special needs.

The SST does not fulfill a special education function. Thus, it is not subject to the special education timelines or legal requirements.

Step 2: Referral for Special Education Assessment

At ICMS the referral process will be 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 or guardians may refer their child for assessment for special education services.

Teachers, other school personnel, and community members may also refer a child for an assessment. If it is determined that an assessment is appropriate, the parent will receive an assessment plan (AP). The AP will describe the type and purposes of the assessment that may be used to determine eligibility for services.

The parent must consent to the AP by signing the AP before the assessment can take place. ICMS, in consultation with its Special Needs Services Provider, has sixty (60) days, not counting school vacations greater than ten (10) days, from the receipt of the parent’s signed AP to complete the assessment and hold an Individualized Education Program (IEP) meeting.

If the parent does not consent to the AP, ICMS may take steps to protect the student if ICMS believes that the student is being denied necessary services. ICMS may request that the parent meet to resolve this difference of opinion or, failing that, initiate a due process hearing to override the parent’s refusal to consent.

Step 3: Assessment

The assessment will determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports, and work samples.

ICMS guidelines for assessment:

- Student will be assessed only after the parent consents to the assessment plan.
• Student will be assessed in all areas related to his or her assumed disability.

• Assessment will be administered in the student’s primary language or a qualified interpreter will be provided.

• Assessment will include a variety of appropriate tests to measure a student’s strengths and needs. The person administering the tests will be qualified to do so.

• The assessment will be adapted for students with impaired sensory, physical, or speaking skills.

• Testing and assessment materials and procedures will not be racially, culturally, or sexually discriminatory.

• If the parent disagrees with the assessment of their child made by ICMS and its Special Needs Services Provider, the parent may obtain an independent educational assessment. Upon the parent’s request, ICMS will provide information about how to obtain this independent assessment by a qualified examiner.

Step 4: Development and Implementation of an Individualized Education Program (IEP)

After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the charter school, and an invited SELPA representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.

The following people are members of the IEP team:

• The parent or guardian and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, he or she may participate using other methods such as conferencing by telephone. If necessary, the charter school will provide an interpreter if the parent has a hearing disability or their primary language is not English.

• An ICMS administrator or qualified representative who is knowledgeable about the program options appropriate for the student.

• The student’s teacher(s).

• A representative from SELPA and the district of residence (if applicable).

• A representative from the Special Needs Services Provider if not the district, County, or SELPA.

• Other persons, such as the student, whom the parent or the school wishes to invite.

• When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. The regular education programs will be the first consideration and the necessary supports and services will be discussed. The IEP will be tied to the
standard curriculum and measured by the same means. After the written IEP has been finished, it will be implemented by ICMS through its selected Special Needs Services Provider. The parent can review and request revisions of the plan.

The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional program(s) where these services will be delivered.
- The rationale for placement decisions.
- Annual goals and short-term objectives focusing on the student’s current level of performance.
- How the student’s progress will be measured.
- Transition goals for work-related skills.
- ESL goals as necessary.

Times for IEP meetings:

- After a student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or, conversely, a lack of anticipated progress.
- When a parent or a teacher requests a meeting to develop, review, or revise an IEP.
- When a student in an IEP is faced with a suspension for more than ten (10) days or an expulsion, the IEP will meet to determine whether the student’s misconduct was a manifestation of his or her disability.

Step 5: IEP Review

If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine its effectiveness. At that time, team members will review IEP goals and student progress toward meeting them. If necessary, modifications will be made to the IEP to better serve student needs.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP at any point over the course of the school year.

The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment. ICMS will have written permission from the parent or guardian before it reassesses the student. ICMS will convene an IEP meeting within 30 days in response to parent’s written request.
ICMS will make available to all parents and teachers SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The promotion and retention of special education students will be determined according to their IEP.

Step 6: Description of Due Process and Procedural Safeguards

If there is a disagreement with the proposed special education program, a due process hearing shall be initiated pursuant to Chapter 5 (commencing with Section 56500) unless a pre-hearing mediation conference is held. ICMS shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

SECTION 504 OF THE REHABILITATION ACT

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

A 504 team will be assembled by the designated Section 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, that will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills.
The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student. In addition, the 504 team shall draw upon a variety of sources including, but not limited to, assessments conducted by ICMS’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education including substitutes and tutors will have a copy of the student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she reviews the 504 Plan with long-term substitutes. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once annually to determine the appropriateness of the Plan, needed modifications, and continued student eligibility.

Term and Renewal of the Charter
In accordance with California Education Code §47607(a) (1), upon approval, this charter petition will be effective as of the date of approval and we petition for a period of five (5) fiscal years starting with the first fiscal year in which the school opens and ending on June 30, 2018.

Ingenium Chater Middle School may request from the Board of LAUSD that an amendment be made to the charter at any time prior to expiration.

Ingenium Chater Middle School will submit its renewal petition to the LAUSD Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

Element 2: Measurable Student Outcomes

Measurable Student Outcomes

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum. Exit outcomes address the goals for all students including English Language Learners, special education students, and gifted students.

The following chart provides the curricular exit outcomes and performance goals and outcomes the Charter School shall pursue. 2010-2011 results of Christopher Columbus Middle School, located at 22250 Elkwood Street, Canoga Park, CA 91304, whose site Ingenium Charter Middle School will occupy, are presented for comparison purposes.
### Students will be proficient readers and writers of the English language.

At least 50% of students will achieve at the proficient level and above on the CST the first year.

An average of at least 70% of all students who have been enrolled at ICMS for at least two full years will score at the proficient or advanced level on the CST or its equivalent in ELA.

Each class of students will improve their ELA scores by an average of at least 15 percentiles per quarter as measured by internal assessments.

**CST (or state equivalent)**  
**Summative assessments**  
**Quarterly**

### Students will be proficient in mathematical skills and content.

At least 50% of students will achieve at the proficient level and above on the CST the first year.

An average of at least 75% of all students who have been enrolled at ICMS for at least two full years will score at the proficient or advanced level on the CST or its equivalent in Math.

Each class of students will improve their Math scores by an average of at least 15 percentiles per quarter as measured by internal assessments.

**CST (or state equivalent)**  
**Summative assessments**  
**Quarterly**
<table>
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<th>Students will be proficient in science skills and content.</th>
<th>60% of students will achieve at the proficient level and above on the CST the first year.</th>
<th>CST (or state equivalent)</th>
<th>Annually</th>
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<td>An average of at least 75% of all students who have been enrolled at ICMS for at least two full years will score at the proficient or advanced level on the CST or its equivalent in Science (grade 8).</td>
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<td>Each class of students will improve their Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments.</td>
<td>Summative assessments</td>
<td>Quarterly</td>
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<th>Students will be proficient in social studies skills and content.</th>
<th>40% of students will achieve at the proficient level and above on the CST the first year.</th>
<th>CST (or state equivalent)</th>
<th>Annually</th>
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<td></td>
<td>An average of at least 60% of all students who have been enrolled at ICMS for at least two full years will score at the proficient or</td>
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advanced level on the CST or its equivalent in History-Social Science (grade 8).

Each class of students will improve their History-Social Science scores by an average of at least 15 percentiles per quarter as measured by internal assessments.

**English Language Learners (ELL) will progress academically at the same average rate as all other students.**

ELL students will demonstrate the same rate of improvement in proficiency on the annual CST (or its equivalent) as the rest of the student population at ICMS.

**Students enrolled at ICMS for three consecutive years will re-designate from ELL status to English proficient status.**

The number of students re-designated as English proficient will increase by at least 5% each year.

**CST; Formative and Summative Assessments**

**Annually**

**CELDT**

**Annually**
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<th>Students receiving special education services will progress academically.</th>
<th>Pupils will demonstrate proficiency as defined in their individual IEP in core content areas.</th>
<th>CST; Formative and Summative Assessments</th>
<th>Annually</th>
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<tr>
<td>Students will demonstrate appreciation of the visual and performing arts.</td>
<td>100% of students will participate in a performing arts program as part of the school programming.</td>
<td>Participation rates</td>
<td>Annually</td>
</tr>
<tr>
<td>Students will demonstrate proficiency in the ethical use of technology.</td>
<td>100% of students will achieve proficiency in technology standards.</td>
<td>Ingenium Schools Technology curriculum</td>
<td>Annually</td>
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</table>
Students will understand their role as both citizens at both the local and global level. 100% of students will begin to learn a second language. Formative and Summative Assessments

Students will acquire an appreciation for physical fitness and wellness. 100% of students will participate in the ICMS physical fitness program. Classroom observations Quarterly

80% of students continuously enrolled grade 7will participate successfully in the Fitness Gram Test.

The school shall meet its annual API growth target, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

School Accountability Plan

The Ingenium Charter Middle School Board of Directors will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan will also take into account No Child Left Behind accountability standards. The Board Academic Accountability Committee will work closely with the Executive Director and the Chief Academic Officer to ensure that students are making progress toward all goals and will hold the Executive Director accountable for student achievement.

The Executive Director and the Chief Academic Officer will consult with the Academic Accountability Committee and teachers to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices for changes in the school’s educational program.

We may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. Such changes will be approved by the Schools’ Board of Directors. All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and Annual Report.

Element 3: Method by Which Student Outcomes will be Measured
Testing
The Charter School agrees to comply with and adhere to the state requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

Performance Goals and Outcomes
Ingenium Charter Middle School will track and analyze the following factors that influence academic achievement and growth:

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<th>Factor</th>
<th>Measurable Expected Outcome</th>
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| Student Conduct      | • Average daily attendance rate of at least 95%.  
                      | • Tardies will decreases each quarter by at least 5%.  
                      | • Suspensions/expulsions will decrease each quarter by at least 5%.  
                      | • Mediation referrals will decrease each quarter by at least 5%. |
| Parental Involvement | • At minimum, 80% of parents will attend student-led conferences.  
                      | • At minimum, 80% of parents will attend open house events. |
| Professional Development | • At minimum, 80% participation rate in annual two-week program held prior to opening of school each year.  
                         | • At minimum, 90% participation rate in professional development workshops held during the academic year. |
| Teacher Performance  | • One hundred percent of teachers will achieve 100% of their professional goals each year.  
                      | • One hundred percent of teachers will ensure that their students achieve academic goals as delineated in the table above. |
| Financial Solvency   | • No deficit in the operating budget. |

Methods of Assessment
ICMS believes that assessment of student progress is an essential tool for student learning, teacher growth and continuous improvement. Assessments provide students the opportunity to monitor and reflect upon their own learning and action plans. In addition, assessment information will drive professional development and the instructional program.

**Linking standards to curriculum and assessment:** Standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with the school’s educational goals. Professional development workshops will include training in data-driven decision making.

**Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals:** Student learning will be measured by:

Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions,
performances, and criterion-referenced assessments. Instruments used will appropriately measure student objectives, and reflect the vision of the school.

Further, progress will be objectively measured by annual statewide assessments for each grade and by other adopted statewide assessments (e.g., CELDT). Progress will be discussed with parents and students at least twice each year. Additionally, progress reports will be issued quarterly.

Teachers will use technology to monitor student computer skills and help them achieve academic and technology goals. Staff development will emphasize advanced training in the use of student information systems and electronic resources (e.g., eduteacher, e-mail, etc.) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. The staff will:

- Set baseline expectations for all incoming students (e.g., using information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing;
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources, prioritizing areas of student need.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Ingenium Charter Middle School shall conduct testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school’s performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to LAUSD and the California Department of Education (CDE).

**Initial Assessments**

All new students will be given several assessments to determine their proficiency levels in core subjects. These assessments will include:

- California Diagnostic Screening Assessment (Reading Street).
- CELDT.
- Pearson Math Diagnostic.

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured. The data is also important for student leveling and differentiation in the classroom.

**Ongoing Assessments**

Ongoing assessments will be conducted pursuant to EC60602.5. Assessments used to evaluate pupil progress will follow state guidelines and may include:
• **State Required Tests.** All state required tests will be administered and analyzed to improve student results.

• **Benchmark Assessments:** Benchmark assessments in reading, writing, and math will be administered quarterly. Results will be analyzed to inform the instructional program as well as student and teacher action plans.

• **Performance Tasks.** For each core content standard, a student will complete a performance task to demonstrate mastery. Performance tasks require that students apply their knowledge to a real world problem or challenge.

• **Standards Clearing Assessments:** The ILS includes standards clearing assessments (SCAs) for all California English Language Arts and Mathematics standards for grades kindergarten through sixth. Students will take SCAs as they achieve proficiency on each standard. SCAs will provide an expectation of proficiency for each standard that is consistent across the entire school.

• **educate:** Students will track their learning progress by checking their SCA results and their evidence online in educate. Teachers will track SCA results against pacing budgets for each student and administrators will track classroom and school performance relative to pacing budgets.

• **Traditional Classroom Assessments:** Tests, quizzes, essays, projects, and exams will be evaluated on a regular basis. Many of these will be drawn from textbook publishers’ formative assessments. In addition, teachers will be trained on the development of authentic assessments to measure student achievement.

• **Student Goal Folders:** Each ICMS student will maintain a folder in which she tracks her progress. The student goal folder will contain the student’s individualized learning plan, PDCA sheets, tracking forms, and evidence of student learning.

• **Teacher-designed assessments:** Teachers will design appropriate tasks that measure student understanding and mastery on the appropriate grade level standards. Data from these assessments will also be used by teachers to continue to design instruction and refine teaching strategies.

• **Oral & Written Presentations:** Student performance on speeches, position papers, essays, etc. will be evaluated against collaboratively (students and their teacher(s)) generated rubrics.

• **Longitudinal/survey and other data** will track pupil progress over time.

**Academic Performance Index (API)**

The Academic Performance Index (API) will be used to compare the position of Ingenium Charter Middle School with that of other schools in the state. The API will also be used to identify underperforming subgroups and develop remediation strategies and programs, as appropriate.

**Other Assessments**
Students will be measured in non-curriculum areas such as class attendance and behavior. For example, Ingenium Charter Middle School will actively track each student’s attendance as well as behavior (good citizenship, detentions, suspensions, etc.).

Non-curriculum areas are often overlooked at urban schools, but Ingenium Charter Middle School believes that all students develop into well-rounded and good citizens more quickly and comprehensively when they are held accountable for both academic performance and conduct.

Use and Reporting of Data
Teachers will closely monitor student progress through SCAs in educate and all students will be expected to demonstrate mastery of locally developed competencies based on state standards. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1), which requires Ingenium Charter Middle School to conduct state testing pursuant to Education Code Section 60605 and 60851 and any other statewide assessments applicable to pupils in charter schools.

ICMS students will be tested frequently using SCAs as well as assessments supplied by the textbook publisher. Frequent testing allows stakeholders to monitor student performance and optimize student achievement. In addition, testing trains students in sustained mental effort for long periods of time—a training that is essential for future academic and real world success. Testing also reinforces knowledge and prepares students to face and overcome difficult situations under pressure.

SCA and other assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and creation of innovative solutions (Core Value “Managing for Innovation”).

The Baldrige Core Value “Management by Fact” (see “Core Values” in Element I: Educational Philosophy and Program above) will be supported by teachers and all students as they collaboratively use data to drive and monitor learning in the following ways:

- Teachers and their classes will establish agreed-upon academic goals for the class. They will also agree on action plans for meeting these goals. Teachers will regularly post assessment results on classroom bulletin boards and classes will modify their action plans based on the assessment results. Data and action plans will also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.

- Teachers and all individual students will establish agreed-upon academic goals for each individual student. Students will record their academic goals, complete action plans, and graph their learning progress. This information will be maintained in the student goal folder.

Ingenium Charter Middle School will rely on the measurement and analysis of performance to manage its school-wide operations. These measurements will derive from the school’s needs and will provide critical data and information about key processes and results.

Several types of data and information will be used for ICMS’s performance management. Performance measurement will focus on student learning and will feature a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement.

Measurement areas will include students’ backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that
will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision-making, and improvement. At Ingenium Charter Middle School, analysis will entail using data to determine trends, projections, and cause and effect that might not otherwise be evident. Ingenium Charter Middle School teachers and administrators will use the educate student information system as one tool to analyze data. The pacing manager will have the ability to analyze how many standards have been mastered in ELA and mathematics at the school level, the classroom level, and the individual student level. Teachers and administrators will have a deep understanding of the content that is being mastered as well as areas needing immediate improvement.

Analysis will support a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, organizing change management, and comparing Ingenium Charter Middle School's performance with comparable organizations or with "best practices" benchmarks.

A major consideration in Ingenium Charter Middle School's performance improvement and change management will involve the selection and use of performance measures and indicators. The measures and indicators Ingenium Charter Middle School will select will represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators will be tied to student, stakeholder, and organizational performance requirements and will represent a clear basis for aligning all processes with Ingenium Charter Middle School's goals. Through the analysis of data from its tracking processes, Ingenium Charter Middle School's measures and indicators themselves will be evaluated and modified to better support Ingenium Charter Middle School's goals.

Proficiency levels will be established to maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved and identify opportunities for intervention. The diverse assessments listed above will be used at the various academic levels. Assessment reports will provide measurements of knowledge acquired as well as identification of learning gaps. Staff will review test results on Wednesday afternoons in a group setting. Teachers at each academic level will then review lesson plans and monitor expected learning outcomes with their colleagues.
The ICMS program will be data-rich and assessment-driven. SCAs will be administered and all students will record the track their results.

In addition, classroom results on assessments will be posted on the classroom bulletin boards and celebrated.

**Charter School Performance Report**

ICMS will provide an annual performance report to LAUSD. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above.
- A summary of major decisions and policies set forth by the Ingenium Schools Board of Trustees during the year.
- Data on the parent involvement in ICMS’s governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school’s health and safety policies and any major changes to those policies during the year.
- Data showing whether ICMS implemented the means listed in the charter to strive to achieve a racially and ethnically diverse student population reflective of the territorial jurisdiction of Los Angeles Unified School District.
- A comprehensive view of ICMS’s admissions practices during the year. This will include information regarding the number of students enrolled, children on waiting lists and students expelled and/or suspended.
- Analyses of the effectiveness of ICMS’ internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal and governance operations of ICMS relative to compliance with the terms of the charter generally.

ICMS and the District Board of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. ICMS will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

In the spirit of continuous improvement, ICMS will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses in working toward narrowing the achievement gap. ICMS shall utilize the results of this evaluation to make alterations to its program toward the school wide outcomes established above.
The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to LAUSD within the timelines agreed upon by LAUSD and ICMS and made available to the public.

ICMS and LAUSD will jointly develop a visitation process to enable LAUSD to gather information needed to validate the school’s performance and compliance with the terms of this charter; however, ICMS agrees to and submits to the right of LAUSD to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3, ICMS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the Los Angeles Unified School District and the State Superintendent of Public Instruction.

**Reference to NCLB**

Ingenium Charter Middle School accepts the NCLB premise that all children will succeed and will review its Annual Yearly Progress annually with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Annual Yearly Progress goals.

**Identification of the Grading Policy**

Progress reports based on state standards will be sent to the parents of all students four times a year. Information on student progress will also be available on the educate site.

Grading will be by individual teachers in accordance with criteria determined by the school. The following is a brief summary of the marks and their meaning:

<table>
<thead>
<tr>
<th>Subject Marks</th>
<th>Work Habits and Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4—Advanced</td>
<td>E—Excellent</td>
</tr>
<tr>
<td>3—Proficient</td>
<td>S—Satisfactory</td>
</tr>
<tr>
<td>2—Developing</td>
<td>U—Unsatisfactory</td>
</tr>
<tr>
<td>1—Emerging</td>
<td></td>
</tr>
</tbody>
</table>

**Element 4: Governance**

Ingenium Charter Middle School is operated by ICS, a non-profit corporation and a separate legal entity. ICMS will be solely responsible for the debts and obligations of the Charter School. For purposes of governance and legal compliance, references herein to Ingenium Charter Middle School or ICMS are intended to refer to ICMS.

ICMS will comply with the Brown Act.

Member of the Ingenium Charter Middle School executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.
The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

**Family and Community Involvement**

Along with our strong committed Board, Ingenium Charter Middle School believes families play a key role in the education of their children. Ingenium Charter Middle School will utilize family involvement to forge parent partnerships with the school through the creation of a Family Leadership Committee (FLC). The FLC will be informed through key work streams based on the daily, weekly, and monthly needs of the school determined by school leadership, families, and students. The key work streams are strategic, dynamic and informed through data. For instance, if key stakeholders notice the art program is suffering because of a lack of funding, the FLC will implement a fundraising work stream to support the school. Other work streams can include areas such as community service, nutrition, and field trips.

Meaningful participation for FLC occurs through meetings. These meetings are facilitated through parent volunteers. The FLC meetings are lead by volunteer parent liaisons who receive leadership training on decision making, facilitation, how to track data and gauge impact of decisions. The leadership training will be provided by forming partnerships with community-based organizations that provide such training or in house by appropriate staff members. The parents become a workforce the school can utilize to move the mission forward.

**Involving Parent, Teachers, and Students in the Academic Program**

The organizational structures at Ingenium Charter Middle School are clear. The Board is the governing body and the school leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and students’ input and feedback on the school. We encourage teachers’ attendance at board meetings and to serve in an *ex officio* role in committee work as appropriate. As we grow, we will encourage student leadership by having students attend and provide reports to the Board. In developing partnership with parents, a key message of the school is to involve families in the academic success of their children.

**Grievance Procedure for Parents and Students**

Charter School will 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 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance 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 will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
ORGANIZATIONAL STRUCTURE

While ICMS intends to collaborate and work cooperatively with LAUSD, Ingenium Charter Middle School will operate as a separate legal entity independent of LAUSD. ICMS will be operated by Ingenium Schools, a duly constituted California nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be maintained to be consistent with the terms of this charter.

As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of ICMS. Ultimate responsibility for the governance of ICMS rests with the Ingenium Board of Trustees, which hires the Executive Director to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school’s financial stability. Its responsibilities are detailed in the governance section below.

Pursuant to Education Code §47604(c), LAUSD in performing its oversight of ICMS as required by Education Code §47604.32, shall not be liable for the debts and obligations of ICMS or for claims arising from the performance of acts, errors, or omissions by the charter school. The “Bylaws” and “Articles of Incorporation” for Ingenium Schools are viewable at the [Barack Obama Charter School website](#).

**Non-Profit Board of Directors**

The Ingenium Schools Board currently has six members. The current board members and brief bios are provided below:
• **Tom Harkenrider - Chairman** is Soka University of America’s Chief of Operations. He previously served in a consulting capacity as Soka’s Campus Design and Operations Advisor for its $300 million construction project.

• **Joan Sabree Faqir - Secretary** has been a fifth grade teacher at Shirley Avenue Elementary School in LAUSD for sixteen years. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences. Ms. Faqir also instructs in the LAUSD Intern Program and BTSA. Previously, Ms. Faqir served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years and served as the Center for Advanced Learning’s Executive Director during its inaugural year.

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

• **Thomas Mooney - Member at Large** is a Founding Partner in Trade Winds Venture Partners, which is in the process of acquiring a premium beverage company. He previously was Executive Vice President and Chief Marketing Officer, Teleflora, where he was responsible for product development and merchandising, volume and profit delivery behind a $30 million keepsake container business, e-commerce marketing, consumer and trade marketing, and market research. He has also served as Senior Vice President, Marketing, Business Development and Sustainable Growth – FIJI Water. Tom earned his BS degree in Industrial Engineering at Purdue and was a Baker Scholar at the Harvard Business School (graduating in the top 5% of his class).

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

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

All future appointments to the board will follow the appointment process outlined in the Bylaws. As allowed by the Charter Schools Act, LAUSD may appoint a voting designee on the Ingenium Schools Board of Trustees. The selection process for new Board members includes review of candidates’ curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.
The Board of Trustees will be responsible for the operation and fiscal affairs of the school including but not limited to:

1. Overseeing the academic and social performance and effectiveness of ICMS and taking necessary action to ensure that the school remains true to its mission and charter;

2. Approval of the annual school budget, calendar, and salary schedules;

3. Approval of a Memorandum of Understanding (MOU) or other contracts with LAUSD;

4. Approval of all changes to the school charter to be submitted as necessary in accordance with the applicable law;

5. Filling the Executive Director position and evaluating its performance (see Appendix M for the RSM’s Superintendent evaluation form, which the Board will use as part of its Executive Director evaluation);
   - Approval of bylaws, resolutions, and critical school operation policies and procedures;
   - Monitoring the financial well-being of the school and engaging an independent fiscal audit;
   - Maintenance of full and accurate records of Board meetings, committees, and policies;
   - Developing itself through new trustee orientation, ongoing education, and leadership succession planning.

The responsibilities of the Board officers are as follows:

CHAIR

- Preside at all meetings of Board.
- Sign acts necessary to carry out State requirements and the will of the Board.
- Establish Board committees.
- Call emergency meetings of the Board, as necessary.
- Enforce parliamentary procedures.
- Communicate Board policy to the management organization.

VICE-CHAIR

- Attend all meetings, acting as support for the Chair.
- Serve in the capacity of the Chair in the latter’s absence.

SECRETARY

- Ensure Board meeting minutes are recorded and distributed.
- Publicly advertise meetings, in accordance with state regulations.
• Oversee, announce, and record all motions and voting results.

**TREASURER**

• Oversee financial policy issues.
• Consult with management organization on all financial matters.

ICMS will update LAUSD of changes to ICMS Board of Trustees.

ICMS Board of Trustees may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

**Board Meetings**

The Board of Trustees meets periodically to review and act on its responsibilities. All meetings are held in accordance with the Brown Act.

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

The Board of Trustees meetings are headed by a Board Chair, who is elected by the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members.

**Board Training**

The Board of Trustees participates annually in training regarding board governance, Brown Act, and conflicts of interest rules.

**Board Delegation of Duties**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of ICMS or a third party any of those duties except for the adoption of Board policies, adoption of the budget, budget revision, adoption of the annual fiscal audit, discipline and dismissal of employees, or as otherwise prohibited by law. The Board retains ultimate responsibility over the performance of delegated powers and duties. Such delegation will:

• Be in writing;
• Specify the entity designated;
• Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of present Board members.

**Executive Director**

The Board of Trustees has engaged an Executive Director to be responsible for administering the school in all of its aspects of its day to day operations, working with Ingenium Board of Trustees, LAUSD,
The Executive Director’s duties include, but are not limited to, the following:

- Lead CMO-level RSM/ILS development and the organization’s program for winning quality awards.
- Develop school support systems and processes, including Student Information System and assessment systems shared across multiple charter schools.
- Oversee fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the corporation. Support Board of Directors activities, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agendas, and meeting materials.
- With the assistance of the Principal, oversee administration of overall operation of the school, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.
- Manage the principal hiring process and subsequent support and supervision of principals.
- Liaison with other organizations such as LAUSD and CDE.

The above duties may be delegated or contracted to another administrator of ICMS or other employee, a parent volunteer (in accordance with student and teacher confidentiality rights), or to a third party provider as allowed by applicable law.

**Charter School Principal**

The Executive Director will engage a Principal to lead ICMS’s day-to-day operations. The Principal will be responsible for planning improvements that directly address instruction and customer satisfaction. The Principal’s responsibilities are listed below.

The Principal as the RSM program leader will:

- Develop a plan for achieving the school’s vision within the context of the RSM.
- Train staff in elements of the RSM.
- Lead the school’s application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.
- Maintain a school goal folder that will set, with the assistance of teachers, school-wide learning goals and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.
- Lead the school’s WASC application process during the first year of operation.
- Continually monitor progress on all measures of school and staff performance.
• Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, the Los Angeles Unified School District, and the school community.

The Principal as academic leader will:

• Administer the academic policies determined by the ICMS Board of Trustees and Executive Director and the applicable local, state, and federal regulations.

• Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school’s instructional program plans.

• Set standards for student achievement.

• Ensure the implementation of a high standards, research-based curricula, and RSM systems and tools in all classrooms of the school. Ensure all students and teachers are using goal folders.

• Provide instructional leadership in advancing proven teaching and learning practices.

• Select instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement in accordance with the standards and processes.

• Supervise and evaluate instructional staff to ensure quality instruction and student achievement.

• Observe and ensure that teachers examine instruction regularly.

• Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.

• Monitor (and ensure that teachers monitor) student growth and achievement.

• Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.

• Support the development of a network of student support systems.

• Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.

• Oversee compliance in testing, admissions, special education, and other instructional areas.

• Deal with discipline issues, including entering discipline information into PowerSchool and educate.

The principal as the site-based manager will:
• Develop (with the Executive Director) and manage the school budget.

• Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.

• Maintain complete and accurate records of the entire school program.

• Manage the student recruitment and enrollment process.

• Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.

• Issue reports to the Board of Trustees and to any affiliated private entity on the progress of all students in the school and on matters of school operations as requested.

• Administer the school policies determined by Ingenium Schools Board of Trustees and Executive Director as well as the applicable local, state, and federal regulations.

• Ensure compliance with federal, state and local regulations and policies.

• Establish and maintain, in conjunction with the Executive Director, a close working relationship with the Los Angeles Unified School District.

The principal as the builder of the school culture will:

• Build an effort-based school culture of high expectations for all students throughout the school community.

• Communicate the vision that supports the school’s goals and articulate and model the school’s values.

• Engage the active support of parents and community members in support of the education of all the students in the school.

• Provide leadership to the school leadership team.

• Seek feedback on the progress of the school.

• Serve as a spokesperson for the school in the community and elsewhere.

• Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.

• Engage parents and community in planning and implementing programs, including community use of the school site.

• Manage and facilitate group planning and program-solving sessions.

• Build on the strengths of staff and recognize improvement.
Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.

Ensure a safe and orderly environment.

Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.

**Parent Involvement**

Parents will be encouraged to contribute a minimum of 10 hours working at Ingenium Charter Middle School. The school will maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Ingenium Board, District Board, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities upon approval by the Principal. No child will be excluded from ICMS or school activities for a parent’s failure to fulfill the encouraged 10 volunteer hours.

Parents will be included in ICMS’s “Shared Vision” process. This process involves asking all stakeholders, including parents, the following questions:

- What makes a school exemplary?
- What are the characteristics of an effective teacher?
- What will students need to know in the 21st century?
- If needed, how do we change our current system to meet the needs of all students?

Replies to these questions lead to the 1st step in creating a shared vision. This step frames the fundamental goals of the school. The 2nd step focuses on continuous improvement, the 3rd step organizes input into a plan, the 4th step refines and evaluates the vision using a process (Baldrige), and the 5th step deals with sustaining the shared vision by building leadership capacity. Chapter One of the Guide to Reinventing Schools explains this process in detail.

Parent surveys will be randomly sent for completion to a statistically significant number of parents each month to track parent satisfaction with ICMS and record suggestions for improvement. Results of the survey will be tracked and action plans developed to continually improve the level of parent satisfaction.

ICMS will create a parent organization whose activities may include (but are not limited to):

- Meeting regularly and serving as a liaison to other school stakeholder groups such as the Ingenium Schools Board and ICMS teachers.
- Coordinating, with ICMS’s administration, Back-to-School nights and Student-Led Conferences.
- Creating and distributing a Parent Organization Newsletter.
- Creating and maintaining (with ICMS administration’s support) a Parent Organization Website.
- Preparing and publishing a student directory.
- Sponsoring or supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities).
• Supporting classrooms directly (volunteer coordination, teacher wish lists, chaperoning).
• Coordinating school-wide fundraising (book fairs, eScrip, and other fundraising partnerships with local businesses).

Nonprofit Status

Ingenium Charter Middle School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by ICMS if the authority has complied with all oversight responsibilities required by law. Ingenium Charter Middle School shall work diligently to assist LAUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure LAUSD shall not be liable for the operation of ICMS.

Further, Ingenium Charter Middle School and LAUSD shall enter into a memorandum of understanding wherein ICMS shall indemnify LAUSD for the actions of ICMS under this charter.

The corporate bylaws of Ingenium Schools shall provide for indemnification of Ingenium Schools’ Board, officers, agents, and employees, and Ingenium Schools will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

See the Insurance section in Element VII above for the insurance amounts and types to be secured by Ingenium Charter Middle School, evidence of insurance, and hold harmless/indemnification provisions. The Ingenium Schools Board will institute appropriate risk management practices as discussed herein including screening of employees, establishing codes of conduct for students, and dispute resolution.

Any amendments to ICMS’s Charter shall be submitted by the Board of Directors of Ingenium Schools to the District for approval. ICMS may present a petition to renew or materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria, and timelines specified in The Charter Schools Act.

Element 5: Employee Qualifications

Ingenium Charter Middle School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Qualifications of School Employees

Ingenium Charter Middle School will recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the Mission and Vision statement. All personnel
will possess the knowledge, skills, and motivation to ardently pursue the realization of the mission and goals of the school.

BELIEFS AND ATTITUDES (ALL PERSONNEL)

All personnel will:

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

EXECUTIVE DIRECTOR

Position Summary

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

Reports to: Board of Directors.

Qualifications:

- Demonstrated success in previous school administrative positions.
- Knowledge of charter laws, finance, and politics.
- California credentialed teacher.
- Possess a M.Ed. and/or an MBA.

Objectives: Earn progressively higher quality awards each year, e.g. California Award for Performance Excellence; California Challenge Award; California Prospector™ Award; Eureka Award for Performance Excellence™. Earn the Malcolm Baldrige National Quality Award by the sixth year of operations.
See “Charter School Executive Director” in Element VI: Governance above for a listing of Executive Director responsibilities.

PRINCIPAL

Position Summary

The Principal reports to the Executive Director. The Principal is responsible for the school environment and student performance. The Principal is also responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of ICMS’s students. He or she will organize, administer, supervise, and evaluate all aspects of ICMS. The Principal is the Baldrige program leader and will be held accountable for the continuous improvement of the school and its staff.

Qualifications:

Special Skills/Experience Required:

- A Master’s degree in education, state certification, and at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills.

- Knowledge of quality systems and experience in applying them in an educational setting.

- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.

- Capacity to build a school culture which mobilizes the efforts of all students, staff, and parents to realize the school mission.

- Knowledge of effective practices motivating all students to adhere to high standards of conduct.

- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school’s student population.

- Capacity to facilitate groups to plan and make decisions.

- Capacity to build relationships that foster the development of staff.

- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.

- Capacity to observe, evaluate and select effective teachers and identify effective teaching strategies.

- Skill in oral and written communications.

- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
• Experience working under time pressure and maintaining a positive work environment.

Objectives

• Achieve the measurable student outcomes listed in Element III: Measureable Student Outcomes and Other Uses of Data.

• Successfully implement the educational program.

The Principal’s responsibilities are listed above in Element VI: Governance under “Charter School Principal.”

TEACHER

Reports to: Principal

Qualifications: A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. NCLB highly qualified for the position held.

Should a qualified candidate not hold a California teaching credential, that employee must have, at a minimum, 18 semester units or 27 quarter units in a subject they wish to teach and have an intern credential.

Objective: Significant student progress towards meeting the school’s academic standards.

Responsibilities

• Design, implement, and monitor the learning experiences of each student and the class.

• Work collaboratively with staff, students, parents, and community partners and communicate regularly with parents.

• Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.

• Maintain class goal folders to set class learning goals and action plans and track class learning progress.

• Review class performance with all students and modify class learning plans based on class performance and student input.

• Analyze data from assessments of student work with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.

• Other duties as assigned.

Knowledge and Skills
• Experience implementing high academic standards and curricula in an educational setting.

• Capacity to teach in a school that mobilizes all students to achieve at high levels.

• Knowledge of effective practices motivating all students to adhere to high standards of conduct.

• Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school’s student population.

• Capacity to analyze data on student learning to identify needs for improvement in instruction.

• Skill in oral and written communications.

• Capacity to work as an effective team member.

OFFICE MANAGER
Reports to: Principal
Qualifications: Bachelor’s degree from four-year college or university or one to two years of related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, provides appropriate information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties:

• Prepare and communicate reports.

• Track the NCLB qualifications of teachers using an NCLB qualification form and maintain personnel records.

• Read and route incoming mail. Locate and attach appropriate file to correspondence to be answered by employer.

• Compose and type routine correspondence.

• Organize and maintain file system, and file correspondence and other records.

• Answer/screen manager’s telephone calls, and arrange conference calls.

• Coordinate manager’s schedule and make appointments.

• Greet scheduled visitors and conduct to appropriate area or person.

• Arrange and coordinate travel schedules and reservations.

• Conduct research, and compile and type statistical reports.
• Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.

• Make copies of correspondence or other printed materials.

• Prepare outgoing mail and correspondence, including e-mail and faxes.

• Order and maintain supplies, and arrange for equipment maintenance.

Ability to:

• Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.

• Write reports, business correspondence, and procedure manuals.

• Present information and respond to questions from groups of managers, clients, customers, and the general public.

• Calculate figures and amounts such as discounts, interest, and percentages.

• Independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

• Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

• Employ and interpret word processing, spreadsheets, Internet software, and E-mail.

OTHER NON-CERTIFICATED EMPLOYEES

ICMS non-certificated personnel shall be willing to work in a unique educational environment with a diverse group of teachers, parents and students.

As applicable, ICMS will comply with the highly qualified requirements under the No Child Left Behind Act for paraprofessionals.

Employee expectations are further delineated in Appendix E, Personnel Handbook, and Appendix N, Employment Agreement.

HIRING PROCESS

The Board will select the Executive Director who will select the Principal, who in turn will engage all other staff. Deadlines for submitting applications will be established and publicly advertised. All hiring and termination decisions must be ratified by the Board. In accordance with Education Code 47605(d)1, Ingenium Charter Middle School shall be nonsectarian in its employment practices and all other operations. Ingenium Charter Middle School shall not discriminate against any individual (employee or pupil) on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

Review of Credentials
For any job requiring a credential or other license or other documentation, Ingenium Charter Middle School’s Office Manager will examine the credentials of applying candidates to determine whether the credentials are appropriate for the applied for position. The Office Manager will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

Identification of the Role and Functions of Staff Members

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix H, Personnel Handbook, and Appendix N, Employment Agreement.

Evaluation of Employees

The Board of Trustees evaluates the Executive Director, who in turn evaluates the Principal.

The Principal is evaluated by the Executive Director. The Principal will develop and maintain a School Assessment Binder that will form the basis for Principal evaluations.

All School staff other than the Principal will report to and will be evaluated by the Principal, who will set goals with them and evaluate them on their performance and the extent to which they met their goals.

CRITERIA AND PROCEDURES USED IN EVALUATIONS

Teachers

All teachers will prepare Classroom goal folders and Classroom Success Plans for each class as well as professional goal folders. The Principal will review classroom and professional goal folders at least quarterly. Teacher evaluations will include scores on the maintenance of these documents and classroom results, including value added student achievement.

In addition, the Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

Making Subject Matter Comprehensible to Students
TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning
TPE 2 – Monitoring Students Learning During Instruction
TPE 3 – Interpretation and Use of Assessment

Engagement and Supporting Students in Learning
TPE 4 – Making Content Accessible
TPE 5 – Student Engagement
TPE 6 – Developmentally-appropriate Teaching Practices
TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students
TPE 8 – Learning About Students
TPE 9 – Instructional Planning

Creating and Maintaining Effective Environments for Student Learning
TPE 10 – Instructional Time
The Executive Director is evaluated by the Board of Trustees.

**Measures of Performance**
Ingenium Schools Board of Trustees will annually set performance goals with the Executive Director and review its performance at the end of the school year. The Executive Director and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the Executive Director will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Financial performance of the school.
- Relationship of the school with the charter authorizer and other elements of the community.

The measures of the Principal will include but not limited to the following:

- CAPE and Baldrige Award scores.
- Student retention.
- Parent satisfaction.
- Student performance.
- Student enthusiasm for learning.
- API and AYP results.
- Teacher renewals.

**Compensation and Benefits**
Ingenium Charter Middle School administrative staff will recommend the policies for salaries, benefits and annual work calendars for all employees to the Ingenium Schools Board for approval. Work calendars will be submitted to staff in March for their input. Staff will be given opportunities to discuss any changes affecting benefits.

Ingenium Charter Middle School’s compensation and benefits package has been designed with the goal of attracting high-quality staff while not endangering ICMS’s financial stability. Salaries are generally at the “market” rate; teacher salaries, for example, are comparable to teacher salaries in neighboring school districts.
The starting salary schedule for employees is shown on the table below. All employees will be offered health benefits, to which Ingenium Charter Middle School will contribute $450/employee/month.

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>$36,000</td>
</tr>
<tr>
<td>Principal</td>
<td>$90,000</td>
</tr>
<tr>
<td>Resource Teacher</td>
<td>$50,000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>$45,000 (average)</td>
</tr>
<tr>
<td>Office Manager</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

**Retirement Benefits**

Ingenium Charter Middle School teachers and certificated administrators shall be a part of the State Teachers’ Retirement System. Other employees shall be covered by Social Security. The Executive Director and the business services provider will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. Ingenium Charter Middle School will either use LACOE’s reporting system or a system compatible with LACOE.

**Employee Representation**

To the extent that ICMS’s employees are represented under the EERA, it will follow EERA guidelines. In general, the EERA allows the exclusive representative to represent union members concerning:

- Wages.
- Hours of employment.
- Health and welfare benefits.
- Leave.
- Transfer and reassignment policies.
- Safety conditions of employment.
- Class size.
- Employee evaluation procedures.
- Organizational security.
- Grievance procedures.
- Layoffs of probationary certificated school district employees.
- Alternative compensation or benefits for employees adversely affected by pension limitations.

The union’s right to represent:

- Obligates ICMS to negotiate with the exclusive representative.
- Requires the employer to fulfill certain “impasse” procedures before unilaterally implementing a new term and condition of employment.
- Allows the employer to implement a change in a term or condition of employment to which the union concurs.
• Incorporates the employer obligation to deduct union dues from employee wages.
• Includes the right to file unfair labor practice charges with the PERB.
• Includes the right to represent employees in the presentation of their grievances. However, once an exclusive representative is selected or certified by the PERB, only the exclusive representative has the right to represent members in the grievance process and to file unfair labor practice charges alleging a violation of the duty to negotiate.

Rights of School District Employees

Employees of LAUSD who choose to leave the employment of LAUSD to work in ICMS shall have no automatic rights of return to LAUSD after employment at ICMS unless specifically granted by LAUSD through a leave of absence or other agreement of LAUSD as aligned with the collective bargaining agreements of LAUSD.

Element 6: Health and Safety

*Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The 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 the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

*Evidence of Insurance*

The Charter School shall furnish to the District’s Office 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, or equivalent:

“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 Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the 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 the Charter School.

*Hold Harmless/Indemnification Provision*
To the fullest extent permitted by law, the 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, except for negligence or intentional acts. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from charter school’s contracts with vendors, contractors, partners or sponsors.

Ingenium Charter Middle School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Ingenium Charter Middle 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.

Ingenium Charter Middle School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Ensuring Health and Safety Procedures
In order to provide safety for all students and staff, ICMS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with ICMS insurance carriers and risk management experts. A final draft will be provided to LAUSD for review at least 30 days prior to operation. The following is a summary of the health and safety policies of ICMS.

PROCEDURE OF BACKGROUND CHECKS

Ingenium Charter Middle School shall comply with the provisions and procedures of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of ICMS. No employee shall be permitted to commence work at Ingenium Charter Middle School until clearance has been obtained from the Department of Justice.

The Executive Director will monitor compliance with this policy and report to Ingenium Schools Board of Trustees on a quarterly basis. The Board Chair will monitor the fingerprinting and background clearance of the Executive Director.
ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by LAUSD.

TB TESTING

ICMS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

IMMUNIZATIONS

ICMS will adhere to all law related to legally required immunizations for all entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. and/or requirements of the County of Los Angeles Department of Health Services.

MEDICATION IN SCHOOL

ICMS will adhere to Education Code Section 49423 regarding administration of medication in school.

VISION/HEARING/SCOLIOSIS

ICMS shall adhere to Education Code §49450 et seq. as applicable to the grade levels served by ICMS.

EMERGENCY PREPAREDNESS

ICMS shall adhere to the Safety Plan drafted specifically to the needs of the school site. This Plan shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for District receipt and review at least 30 days prior to ICMS’s opening. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention. The draft Plan is contained in Appendix H: Safety Plan.

BLOODBORNE PATHOGENS

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

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

In addition, all faculty members will be required to attend an annual blood-borne pathogen presentation.

DRUG FREE/SMOKE FREE ENVIRONMENT

ICMS shall maintain a drug and alcohol and smoke free environment.

PROCEDURES

ICMS shall adopt procedures to implement the policy statements listed above prior to operation.

Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code §17608, which details pest management requirements for schools.
The preferred site for the school is Christopher Columbus Middle School, 22250 Elkwood Street, Canoga Park, CA 91304.

Ingenium Charter Middle School will obtain property insurance coverage for the site. An appropriate safety plan has already been developed (see Appendix H). Ingenium Charter Middle School will have an active safety plan on file. The safety plan will be kept on file for review and the school staff will be trained annually on the safety procedures outlined in the plan.

Ingenium Charter Middle School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

**HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)**

Ingenium Charter Middle School will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and has prepared safety plan (see Appendix H: Safety Plan). The school will also request periodic safety inspections from its insurer. The school will comply with AHERA regulations.

**Element 7: Racial and Ethnic Balance**

*Court-ordered Integration*

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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 Ingenium Charter Middle School 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. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ingenium Charter Middle School 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 school.

As required under NCLB, all NCLB-PSC students attending Ingenium Charter Middle School shall have the right to continue attending [charter school] until the highest grade level of the charter. However, the
obligation of the District to provide transportation for a NCLB-PSC student to [charter school] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Ingenium Charter Middle School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Ingenium Charter Middle School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the 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 Ingenium Charter Middle School under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

*Federal Compliance*
As a recipient of federal funds, including federal Title I, Part A funds, Ingenium Charter Middle School 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. Ingenium Charter Middle School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Ingenium Charter Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

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

Ingenium Charter Middle School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

Non-Discrimination
Los Angeles Unified School District Ethnicities for the year 2009-2010

<table>
<thead>
<tr>
<th></th>
<th>Al/Alaskan</th>
<th>Asian</th>
<th>Filipino</th>
<th>Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,695</td>
<td>40,266</td>
<td>1,279</td>
<td>2,368</td>
<td>69,143</td>
<td>497,583</td>
<td>64,204</td>
<td>677,538</td>
</tr>
<tr>
<td></td>
<td>(0.4%)</td>
<td>(5.9%)</td>
<td>(0.2%)</td>
<td>(0.3%)</td>
<td>(10.2%)</td>
<td>(73.4%)</td>
<td>(9.5%)</td>
<td></td>
</tr>
</tbody>
</table>

It is the policy of Ingenium Charter Middle School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation, religion, race or disability.

ICMS will comply with all laws related to non-discrimination, tuition, and admissions criteria. Below is ICMS’s written plan to achieve and maintain the Los Angeles Unified School District ethnic balance goal.

- Fliers (in English and Spanish) will be distributed in Los Angeles Unified School District’s attendance area indicating enrolling opportunities at ICMS beginning in February. These fliers will include information on our instructional program and grades we will be serving. The fliers will be distributed as follows:
  - Local senior high and middle schools. ICMS will seek permission from the schools to distribute its fliers.
  - Local elementary schools. ICMS will seek permission from the schools to distribute its fliers on the campuses as well as to mail the fliers to the families of eligible students.
  - Local markets. ICMS staff will visit local markets to distribute fliers.
- ICMS’s Principal will ask to give presentations to and leave fliers at local churches.
- ICMS will seek articles in the following local publication: Pennysaver.
- At least three informational meetings will be held during the winter and spring of 2013 where we will share information about Ingenium Charter Middle School and our alternative setting for families and their children.
- ICMS staff and volunteer recruiters will canvass homes within a two mile radius of the school.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a draft of which can be found in Appendix I.

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

Public School Choice Traveling Students

The District and Ingenium Charter Middle School 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. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ingenium Charter Middle School agrees to discuss with the District the possibility of accepting for enrollment District students.
participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending Ingenium Charter Middle School shall have the right to continue attending Ingenium Charter Middle School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to Ingenium Charter Middle School shall end in the event the PSC student’s resident District school exits Program Improvement status.

Ingenium Charter Middle School will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Ingenium Charter Middle School will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ingenium Charter Middle School under the PSC program increases in subsequent years, Ingenium Charter Middle School agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

Federal Compliance

To the extent that Ingenium Charter Middle School is a recipient of federal funds, including federal Title I, Part A funds, Ingenium Charter Middle School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Ingenium Charter Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to 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.

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

Ingenium Charter Middle School also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

Integration Court Order

Ingenium Charter Middle School is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District’s ethnic balance goal which is within a 70:30 or 30:70 ratio.
1. Stated above is the School’s written plan to achieve and maintain the District’s ethnic balance goal, which is within a 70:30 or 30:70 ratio.

The efforts above are designed to ensure that Ingenium Charter Middle School attains a racial and ethnic balance reflective of the sponsoring school district by promoting the school to all the different racial and ethnic categories. In addition, the School will track admissions inquiries and applications. If any particular ethnic group appears to be dominating the applications process, the School will reduce its recruitment efforts targeted on that group and increase its efforts targeted on other groups.

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

2. The School will provide to LAUSD all requested information using District forms, including the ethnic survey. The School must provide LAUSD with a system that can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist with compliance monitoring. After the School submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and the Office of Student Integration Services will use the information listed below for compliance purposes:

- Number of Students Living Outside LAUSD Attendance Area
- LAUSD Attendance Area
- Total School Enrollment
- Number of Students by Grade Level
- List of Register-Carrying Teachers
- Norm Day Classification
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and recommendations
- Number of Students by Ethnicity & Grade Level
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report

**Element 8: Admission Requirements**

**Student Admission Policies and Procedures**

Ingenium Charter Middle School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. ICMS shall not charge tuition.

Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, sexual orientation, or disability.

Students and their parent(s)/guardian(s) must complete an application available from ICMS’s school office and submit it directly to Ingenium Charter Middle School. The application will contain the Home Language Survey and ask for the required proof of immunizations and proof of minimum age requirements. Parents and all students will be required to sign an agreement that they will abide by ICMS policies on academics, attendance, and conduct.
Applications will be accepted during a publicly advertised open application period each spring for enrollment in the following school year. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend ICMS exceeds capacity, enrollment, except for existing pupils shall be determined by a random public drawing. Preference, in the case of public random drawing shall be given in the following order:

1. Existing pupils of ICMS.
2. Siblings of existing pupils of ICMS.
3. Relatives of ICMS employees.

The school will designate and publicize an application deadline (for the first year, tentatively COB May 10) and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; tentatively, the drawing for first year enrollment will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will ICMS’s Web site.

To ensure fairness, names will be drawn publicly at random by a neutral third party. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once enrollment is reached at the public random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission, he or she will automatically be considered an “existing pupil” and accordingly, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

School staff will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list.

The school will maintain on file the verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

ICMS will open an office in the school building from 2:00 to 7:00 every week day during the application period for collecting registration forms and personally answering questions about the school.

Before school begins each year, all students must have an emergency medical information form on file.

**McKinney-Vento Homeless Assistance Act**

The Charter School will 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information.
regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
Ingenium Charter Middle School recruits a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school’s educational philosophy and instructional practices. The efforts the school employs to recruit economically disadvantaged students are described in Element #7.

Public School Attendance Alternatives

No student may be required to attend Ingenium Charter Middle School. Students who reside within LAUSD who choose not to attend Ingenium Charter Middle School may attend school within LAUSD according to District policy or at another school district or school within the District through the District’s intra and inter-district policies.

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

Prospective students in the service areas of Canoga Park, Chatsworth and Woodland Hills where recruitment efforts are focused are overwhelmingly low-achieving and economically disadvantaged. Efforts to recruit from this pool are prima facie efforts to recruit low-achieving and economically disadvantaged students.

Ingenium Charter Middle School will comply with all laws related to non-discrimination, tuition, and admissions criteria.

It is the policy of Ingenium Charter Middle School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

Element 9: Financial Audits

*District Oversight Costs

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

Balance Reserves

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures consistent with section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under
section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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 their 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 it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

Ingenuity Charter Middle School will develop and maintain internal fiscal control policies governing all financial activities.

**Budgets and Cash Flow**

Attached as Appendix H, please find the following documents:

- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation.
- Budget assumptions.

**Budget Development**

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and continually refined through the May Revision to the Final
State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the governing council.

The key factors that will enable Ingenium Charter Middle School to be self-sustaining on public funds (and occasional private donations) are:

- High student attendance rates.
- Relatively large class sizes, especially for charter schools.
- Comparatively low number of classified employees.
- Intensive utilization of all employees.
- Low non-classroom based operating expenses.
- Access to line of credit.

Ingenium Charter Middle School will continue to follow the same financial model in order to ensure that Ingenium Charter Middle School is financially sound and can provide an exemplary education to the students it serves.

Cash and Revenue Flow

Ingenium Charter Middle School will be a directly-funded charter school. Funds still flowing through LAUSD will be transferred via journal voucher entry in a timely manner. Warrants are to be payable to Ingenium Charter Middle School.

Financial Reporting

All legally required financial reports will be submitted to LAUSD in the format required by LAUSD within time lines specified and clearly communicated by LAUSD each year. The legally required financial statements include, but are not limited to, the following:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ICMS’s annual, independent financial audit report for the preceding fiscal year shall be delivered to LAUSD, the State Controller, and the State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to LAUSD shall include an annual statement of all ICMS’s receipts and expenditures for the preceding fiscal year."
- Other reports requested by LAUSD.

Ingenium Charter Middle School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records from LAUSD and shall consult with LAUSD regarding any inquiries.
**Fiscal Management**

The Ingenium Schools Board has adopted comprehensive board-level fiscal policies, engaged a professional business services firm, and implemented a comprehensive internal control program.

The Ingenium Schools Board has adopted the following fiscal policies from model policies and forms available from CCSA and business services providers: budget development; staff roles related to fiscal issues; conflict of interest; check-signing; petty cash management; attendance recording; payroll processing; control; risk management; accounts payable; expense reports; banking procedures; and other financial management procedures.

**Administrative Services**

Ingenium Charter Middle School has engaged the services of CSMC, a third party contractor, to provide the required school administrative services. These services include:

- Accounting. The accounting system will meet the requirements of LAUSD and DOE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Business and budget-related consulting.
- Compliance.
- Attendance and Student Information Systems.
- Board meeting support.

**Description of Type/Scope of Legal Services to be Used**

Ingenium Charter Middle School does not expect to use a significant amount of legal services. It anticipates a limited review of the agreements entered into with LAUSD. Otherwise, a legal services firm will be engaged on an as-needed basis.

**Audit**

The Ingenium Schools Board will oversee selection of an independent auditor. The auditor will have experience in education finance and will be selected from the Certified Public Accountants Directory published by the State Controller’s Office. Ingenium Schools has financial controls, systems, and processes to ensure compliance and the maintenance of proper documentation in preparation for the audit. The audit will verify the accuracy of the school’s financial statements, attendance, enrollment, and accounting practices and review the school’s internal controls. The audit shall be conducted in accordance with Education Code Section 41020, the Standards and Procedures for Audits of California K-12 Local Educational Agencies as published in the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.
The audit will be conducted in accordance with generally accepted accounting principles applicable to
the school. To the extent required under applicable federal law, the audit scope will be expanded to
include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year
and that a copy of the auditor’s findings will be forwarded to the Ingenium Schools Finance Committee.
The Finance Committee will review any audit recommendations or deficiencies and report to the
corporation’s governing board and LAUSD their plan for resolving deficiencies. The board will report to
LAUSD regarding how the exceptions and deficiencies have been or will be resolved.

Exceptions/deficiencies will be resolved to the satisfaction of LAUSD. Any disputes regarding the
resolution of audit exceptions and deficiencies will be referred to the dispute resolution process
referenced in this petition, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal
process (Education Code Section 41344).

Ingenium Charter Middle School will submit its annual audit to the State Controller, Los Angeles County
Office of Education, the California Department of Education’s (CDE) Charter Schools Division and CDE’s
Audit Resolution Office by December 15th of each year.

In addition, Ingenium Charter Middle School will compile and provide to LAUSD an annual performance
report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in
  Element II using the assessment instruments and techniques listed in Element III.

- A summary of major decisions and policies established by the organization’s
governing board during the year.

- An overview of the school’s admissions practices during the year and data regarding
  the number of students enrolled, number on waiting lists, and number of students
  expelled and/or suspended.

Ingenium Charter Middle School shall promptly respond to all reasonable inquiries and requests for
documents from LAUSD and shall consult with LAUSD regarding any inquiries.

Furthermore, Ingenium Charter Middle School will provide any financial information requested by
LAUSD and make its books available to LAUSD during any business day upon request or within 24 hours.
In addition all legally required financial reports will be submitted to LAUSD in the format required by
LAUSD within timeframes specified by the law or LAUSD each year.

**Element 10: Student Expulsions**

Charter School 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.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be
periodically reviewed, and modified as necessary, including, for example, any modification of the lists of
offenses for which students are subject to suspension or expulsion.
Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met.

If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion if applicable, rehabilitation plan if applicable, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement if applicable, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
  A) Was the misconduct caused by, or directly and substantially related to the students disability:
  B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Rehabilitation Plans
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsions as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission
The 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, the Charter School’s governing board shall readmit the pupil, unless the 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. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.

**Records**

Charter School shall maintain records of student suspensions and expulsions, and make such records readily available to the District upon request.

**Special Education Students**

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?
**Gun Free Schools Act**

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

**Suspension and Expulsion Policy and Procedure**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Ingenium Schools campuses. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as each campus’ policy and procedures for student suspension and expulsion. It may be amended from time to time without the need to amend a campus’ charter so long as the amendments comport with legal requirements.

Campus staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

The campus administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedure document is available on request at the principal’s office.

Suspended students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

A student identified as an individual with disabilities or for whom the campus has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The campus will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the campus has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

**A. Grounds for Suspension and Expulsion of Students**

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

1. Discretionary Suspension Offenses. Students may be suspended when a principal determines that the pupil failed to comply with the school’s policies or expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, safety or work habits. Offenses that could lead to suspension include but are not limited to:

   a) Any of the acts listed in Education Code section 48900.
   b) Any other act or conduct that a principal determines is inconsistent with the school’s policies or behavioral expectations.

2. Discretionary Expellable Offenses: Students may be expelled when a principal determines that the pupil failed to comply with the school’s policies or expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, safety, or work habits. Offenses that could lead to expulsion include but are not limited to:

   a) Any of the acts listed in Education Code section 48915(a).
   b) Any multiple or relatively serious instances of the acts listed in Education Code section 48900.
   c) Any other act or conduct that a principal determines is inconsistent with the school’s policies or behavioral expectations and should lead to expulsion.

3. Non-Discretionary Expellable Offenses: Students shall be suspended and recommended for expulsion for any of the following acts when a principal determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

   Suspension may be preceded, at a principal’s discretion, by a Suspension Conference conducted by a principal or a principal’s designee with the student and his or her parent. If a student is suspended without a Suspension 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 Suspension 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.

2. Notice to Parents/Guardians

   At the time of the suspension, a principal or designee 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 and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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. Upon a recommendation of expulsion by a principal, the pupil and the pupil’s guardian or representative will be invited to a Suspension Conference to determine if the
suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by a principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by a principal. Unless an appeal hearing is timely requested by the student’s parent, a principal’s determination is final.

E. Expulsion Procedures

The parent(s) or guardian of a student shall have ten days from issuance of a written notice of a principal’s recommendation for expulsion to file a written request for an appeal hearing to be presided over by the principal of a different Ingenium Schools campus (the “Hearing Officer”). If no appeal is requested, the expulsion becomes final as of the 11th day following a principal’s recommendation for expulsion.

The Hearing Officer shall hold an appeal hearing within 15 days of receipt of a timely request for an appeal of a principal’s recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question Ingenium Schools representatives.

Written notice of the hearing shall be provided to the student and the student’s parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer’s designee shall attend and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support a principal’s recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

G. Record of Hearing

A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer’s designee.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion appeal hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by a principal to expel must be supported by substantial evidence that the student committed an expellable offense. The Hearing Officer’s findings and determination shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The final decision by the Hearing Officer shall be made within ten school days following the conclusion of the appeal hearing. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

A principal or designee following a decision of the Hearing Officer to expel shall send written notice of the determination to expel, including the Hearing Officer’s findings of fact, to the student or parent/guardian. This notice shall also include the following: notice of the specific offense committed by the student; and notice of the student’s or parent/guardian’s obligation to inform any new district or school in which the student seeks to enroll of the student’s status with the school.

A principal or designee shall send a copy of the written notice of the determination to expel to the authorizer and the Ingenium Schools Board of Trustees.

J. Disciplinary Records

The campus shall maintain records of all student suspensions and expulsions at the campus. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal Hearing Officer Determination

The Hearing Officer’s determination after the expulsion appeal hearing is final and unappealable.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The campus shall work
cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the campus may be given a rehabilitation plan upon expulsion as developed by a principal at the time of the expulsion order that may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the campus for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Ingenium Schools Board of Trustees following a meeting with a principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. A principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon the campus’s capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The campus shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the campus or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the campus, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

b) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.
If the campus, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the campus, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

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

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

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

If the campus, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the campus may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the campus’ belief that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. Special Circumstances

Campus personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. A principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

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

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the campus’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the campus had knowledge that the student was disabled before the behavior occurred. The campus shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to campus supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child’s teacher, or other campus personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other campus supervisory personnel.

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

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

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

**Disciplinary Policy**

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, Ingenium Charter Middle School has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and is compliant with California Education Code 48900 and LAUSD District Guidelines as stated in the District’s Discipline Foundation Policy.

Professional development, parent workshops, and community outreach events will focus on gaining stakeholder input into the refinement of our positive behavior support plan. ICMS plans on
implementing SOAR (Safety-Ownership-Acceptance-Respect) as a way to foster positive student interaction. Parents, students, and staff will have opportunities to provide feedback on our discipline policies through parent meetings, town councils, and community education nights.

Ingenium Charter Middle School believes in implementing a positive behavior support system in which all stakeholders hold responsibilities.

These include, but are not limited to:

Administrators, Staff, Volunteers, and Community Members Engaged in the School:

- Supporting a school-wide Positive Behavior Support and Discipline Plan consistent with district and school guidelines
- Knowing, communicating, and monitoring this policy
- Maintaining open lines of communication between staff, students, administration, and parents/guardians
- Implementing positive response strategies and appropriate corrective feedback to disruptive students
- Collaborating and partnering with outside agencies, when appropriate

Students:

- Learn and follow all school and classroom rules
- Demonstrate appropriate social skills when interacting with both peers and adults

Parents/Guardians:

- Support the school’s efforts to maintain a welcoming school climate
- Describe and support the school-wide positive behavior support and discipline plan
- Review the school rules with the children
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct
- Work with the school as a collaborative partner to address student’s needs

Teachers:

- Acknowledge and reinforce positive, appropriate student behavior
- Provide corrective feedback and re-teach the behavioral skill when misconduct occurs
- Work with families in partnership to reinforce appropriate behavior
- Follow the behavior support plan for students with disabilities,
- Utilize data in collaboration with administration and support personnel to monitor misconduct
- Report behavior to school administrator or person responsible for discipline at the school site for a student who engages in ongoing misconduct, despite appropriate interventions.
RETIREMENT

Ingenium Charter Middle School teachers and certificated administrators shall be a part of the State Teachers’ Retirement System. Other employees shall be covered by Social Security. The Executive Director and the business services provider will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. Ingenium Charter Middle School will either use LACOE’s reporting system or a system compatible with LACOE.

Ingenium Charter Middle School will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Ingenium Charter Middle School will contribute the employer’s portion required by STRS. All withholding from employees and Ingenium Charter Middle School will be forwarded to the STRS fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged. Ingenium Charter Middle School shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.

Benefits

All employees at Ingenium Charter Middle School are at-will employees. The terms and conditions for employment at Equitas Academy will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Ingenium Charter Middle School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with Ingenium Charter Middle School.

Staff Compensation and Benefits

The Board of Directors will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate’s experience and responsibilities.

Process for Staff Recruitment and Selection

To ensure selection of the highest quality staff, we will implement the following staff selection process:

- The Board of Directors will hire the Executive Director
- All other staffing decisions will be made by Executive Director in consultation with Director of Curriculum and Instruction for the teaching positions
• Posting of job openings (online, newspaper, through referrals, and email)
• Use of teacher recruitment agencies and career fairs
• Request of a resume, cover letter, and short essay responses
• Short introductory interview (in-person or by phone)
• Sample teaching lesson followed by debrief
• Extensive interview with multiple members of the school’s existing staff

• Offers of employment to the strongest candidates
• Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates

Monitoring Credentials

Ingenium Charter Middle School will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Ingenium Charter Middle School Executive Director or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the school and be readily available for inspection. Ingenium Charter Middle School will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

 Vacation, Sick Time, Bereavement

Ingenium Charter Middle School will comply with all the regulations pursuant to California Educational Code 233. The Executive Director will set the school calendar (vacation, holiday, hours, sick time, bereavement) and the Board of Directors will approve each year.

Work Schedule

Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Ingenium Charter Middle School will adhere to all applicable requirements of the California Labor Code.

Termination

Ingenium Charter Middle School recognizes two reasons for termination:

• Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave or fails to report to work without notice to, or approval by, his or her supervisor.
• Involuntary Termination (Discharge). Involuntary termination occurs when Equitas Academy chooses to discharge the employee.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

**Due Process for Resolving Complaints/Grievances**

Employees who have a complaint or wish to challenge disciplinary action termination taken by Ingenium Charter Middle School must use the following procedures.

(1) An Employee having a grievance shall present the grievance in writing to his or her supervisor within 10 calendar days of the event or condition given rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Executive Director. If the grievance is not resolved within 14 calendar days of receipt by the Executive Director, the grievance shall be deemed denied and the employee may proceed to Step 2.

(2) A Grievance Board shall be called, to be chaired by a designee of the Board of Directors. A five-member grievance board shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical.

Grievance policy and due process is subject to revision by Ingenium Charter Middle School Board of Directors at any time.

**Element 12: Attendance Alternatives**

**Public School Attendance Alternatives**

No student may be required to attend Ingenium Charter Middle School. Students who reside within LAUSD who choose not to attend Ingenium Charter Middle School may attend school within LAUSD according to District policy or at another school district or school within the District through the District’s intra and inter-district policies.

The parent or guardian of each student enrolled in the charter school will be informed that the student has no right to admission in any school within a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.
Pupils who choose not to attend Ingenium Charter Middle School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

**Element 13: Employee Rights**

**Employee Rights**

Employment rights and benefits for employment at Ingenium Charter Middle School shall only be as specified in this Employment Agreement, Ingenium Charter Middle School’s charter, the Charter Schools Act, and Ingenium Charter Middle School’s personnel policies, which from time to time may be amended and modified by Ingenium Charter Middle School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the Ingenium Charter Middle School.

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

**Element 14: Dispute Resolution**

The staff and governing board members of Ingenium Charter Middle School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Ingenium Charter Middle School, except any controversy or claim that is related to a revocation proceeding under 5 Cal. Code Regs. Sections 11968.5.2 and 11968.5.3 (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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:  Ingenium Charter Middle School
   c/o School Director

   To Director of Charter Schools:  Director of Charter Schools
   Los Angeles Unified School District
   333 South Beaudry Avenue, 25th 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 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties.

**Element 15: Employer Status and Collective Bargaining**

Ingenium Charter Middle School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

Ingenium Schools (representing Ingenium Charter Middle School) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, Ingenium Charter Middle School employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

**Element 16: Procedures to be Used if the Charter School Closes**

**Revocation**

The District may initiate a revocation proceeding for the charter of Ingenium Charter Middle School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Ingenium Charter Middle School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
• Ingenium Charter Middle School failed to meet or pursue any of the pupil outcomes identified in the charter.

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

• Ingenium Charter Middle School 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 the [Charter School] in writing of the specific violation, and give the Ingenium Charter Middle School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

*Closure Action*

The decision to close Ingenium Charter Middle School either by the Ingenium Charter Middle School’s governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures*

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Ingenium Charter Middle School will be issued by Ingenium Charter Middle School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by Ingenium Charter Middle School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally
compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer
Ingenium Charter middle School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and 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 if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

Ingenium Charter Middle School shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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 the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a) The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b) A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.
For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Ingenium Charter Middle School 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2sand Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the 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 Ingenium Charter Middle School's right to operate as a Charter School or cause Ingenium Charter Middle School to cease operation. Ingenium Charter Middle School and District agree that, due to the nature of the property and activities that are the subject of this petition, 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.

*Facilities

- Proposed Charter School Location: Christopher Columbus Middle School, 22250 Elkwood Street, Canoga Park, CA 91304
- Names of District school sites near proposed location: Christopher Columbus Middle School, John A. Sutter Middle School
- Proposed Charter School to be located within the boundaries of LAUSD.

**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 petition 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 the 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.

**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. The 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. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the 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.

**Health & Safety:** The school will 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:** The charter school will 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.

**CONCLUSION**

By approving this charter, the Los Angeles Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and thus follow the directive of law to encourage the creation of Charter Schools. The Petitioners are committed to work independently yet cooperatively with LAUSD to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with LAUSD to answer any concerns over this document.
Appendix A:
Teacher Signatures
Appendix B:
School Calendar
### Appendix C:
Sample Scoring Guide and Capacity Matrix

<table>
<thead>
<tr>
<th>Strand: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement Topic: Vocabulary and Concept Development</td>
</tr>
<tr>
<td>ELA.07.01.03.V1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>In addition to Score 3.0, in-depth inferences and applications that goes beyond what was taught such as...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 3.5</td>
<td>In addition to Score 3.0 performance, in-depth inferences and applications with partial success.</td>
</tr>
</tbody>
</table>

**Score 3.0**

While engaged in word study, the learner...

- Clarify word meanings through the use of definition, example, restatement, or contrast.

The learner exhibits no major errors or omissions.

<table>
<thead>
<tr>
<th>Score 2.5</th>
<th>No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.</th>
</tr>
</thead>
</table>

**Score 2.0**

There are no major errors or omissions regarding the simpler details and processes while the learner is...

- recognizing or recalling isolated details and performing basic processes such as...
  - identifies the words that fit a specific purpose and audience

However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.

<table>
<thead>
<tr>
<th>Score 1.5</th>
<th>Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.</th>
</tr>
</thead>
</table>

**Score 1.0**

With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

<table>
<thead>
<tr>
<th>Score 0.5</th>
<th>With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.</th>
</tr>
</thead>
</table>

**Score 0.0**

Even with help, no understanding or skill demonstrated.
Learning Target: Reading 1.3: Clarify word meanings through the use of definition, example, restatement or contrast

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Partially Proficient</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td>I need help.</td>
<td>I learned the simple parts.</td>
<td>I learned the simple &amp; complex parts.</td>
<td>I can go beyond by showing it in a new way.</td>
</tr>
</tbody>
</table>

What is my evidence?

- I know what definitions and examples are...
- I know what restatement is...
- I know what contrast is...
- I can pick out words that I don’t know while I’m reading...
- I know ways to clarify what words mean when I’m reading...
- I can use my word attack skills to learn the meaning of words I don’t know...

Score 4 -
Appendix D:
Sample Lesson Plans
INGENIUM CHARTER SCHOOLS
I’m an Entrepreneur - A Statistics Unit Plan

Unit Title: I’m an Entrepreneur - A Statistics Unit
Estimated Time Frame: 5-10 days (Depending on the class)

Teacher: Charell Milton
Grade: Level 6

Unit Wide Concepts

<table>
<thead>
<tr>
<th>Standards/ Essential Understandings</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics, Data Analysis, and Probability</td>
<td></td>
</tr>
<tr>
<td>01.01 Compute the range, mean, median, and mode of data sets.</td>
<td></td>
</tr>
<tr>
<td>01.02 Understand how additional data added to data sets may affect these computations of measures of central tendency.</td>
<td></td>
</tr>
<tr>
<td>01.03 Understand how the inclusion or exclusion of outliers affects measures of central tendency</td>
<td></td>
</tr>
<tr>
<td>01.04 Know why a specific measure of central tendency (mean, median) provides the most useful information in a given context.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematical Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>02.04 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts</td>
</tr>
<tr>
<td>There are special numerical measures that describe the center and spread of numerical data sets</td>
</tr>
<tr>
<td>Data can be represented visually using tables, charts, and graphs. The type of data determines the best choice of visual representation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the measures of central tendency of data sets?</td>
</tr>
<tr>
<td>How can you find the mean of a data set? Median? Mode? Range?</td>
</tr>
<tr>
<td>How can an outlier affect mean, median, and mode?</td>
</tr>
<tr>
<td>Which measure of central tendency is most useful to describe a given situation?</td>
</tr>
<tr>
<td>How can you represent data visually to display the most useful information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m an Entrepreneur!</td>
</tr>
<tr>
<td>Students will create their own store and use measures of central tendency to research which items to be sold would yield the most profit. In this unit, the students will go through the first stages in marketing and development. They will choose a name and type of store to open. The students will chose 5-10 items that they would like to sell and then survey 50 people to see which items would yield the most profit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>data set, range, mean, median, mode, outlier, measure of central tendency, mathematical reasoning</td>
</tr>
<tr>
<td>LP – I’m an Entrepreneur – A Statistics Unit</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Learning Target</strong></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td><strong>Possible Misunderstandings</strong></td>
</tr>
<tr>
<td><strong>Key Concepts</strong></td>
</tr>
</tbody>
</table>
of data (Most of this should be a review from level 5)

recognize inappropriate uses of statistical measures

**Materials**

<table>
<thead>
<tr>
<th>Dry-erase board</th>
<th>Paper</th>
<th>Poster paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil</td>
<td>Pencils</td>
<td>Colored Pencils</td>
</tr>
<tr>
<td>Paper</td>
<td>Index Cards</td>
<td>Markers</td>
</tr>
<tr>
<td>Number cubes (dice)</td>
<td>Mean, Median, Mode Worksheet</td>
<td>Pencils</td>
</tr>
<tr>
<td>Mean, Median, Mode Worksheet</td>
<td>Paper</td>
<td>Paper</td>
</tr>
</tbody>
</table>

**Whole Group**

**Teacher Led Lesson-**

- **Vocab connection:**
  What does the word “tendency” mean? How does it relate to “Measures of central tendency?”

- **Give the students a data set using a real-life application (i.e. batting average) scaffold students to describe the information you can obtain from the set (mode=most, mean=average, median=middle etc)**

**Teacher Led Lesson-**

- **Use four test score percentages from 3 different students. Have students find the mean, median, and mode of each student’s scores. Use the above example to identify outliers. Take out the outlier and have the students recalculate the central tendencies. Was there any difference? How does an outlier affect a central tendency?**

**Teacher Led Lesson-**

- **Use a data set of a real life situation such as the cost of jeans from five different stores. Scaffold students to decide which measure of central tendency is most and least helpful**

**Teacher Led Lesson-**

- **Review concepts of measures of central tendencies**

  - **Provide the class with a data set and real life situation. Have students calculate the measures of central tendencies.**
  
  - **As a class go over 5 different ways to represent the data. Have each student practice displaying the data each way. Which is the most useful for the information you are**

**Teacher Led Review-**

- **Take a few minutes to review all vocabulary and concepts for the unit. Answer any questions.**

  - **Review the Performance Task and ask if there are any students who are confused about a question**
**Small Group**
- In groups, have each student roll a number cube 5 times to obtain a data set. Have students work together to discuss the mean, median, mode, and range of their data set.
- Place 20-30 numbers on an index card. Draw 6 cards and have groups discuss if the data set has an outlier. Have them predict of the mean would be higher or lower without the outlier. Check the prediction through calculations.
- In groups, have each group come up with a real life situation that uses a data set. Have them create the data set, identify outliers, calculate all measures of central tendency, and decide which measure is the most useful. Have students present the data on poster paper.
- In pairs, students play the Think Together game about identifying when certain central tendencies are appropriate/useful (This is a Pearson Center Activity).
- Teacher Led-Small group
  *For any student who is not yet ready for the performance task, review the week’s material...Use the Mean/Average-Word Problems worksheet to review concept of mean (if needed)*

**Individual**
- Students complete the mean, median, mode worksheet Day
- Have students create a data set, of about 5-8 numbers, that has an outlier. Have students explain why it is an outlier and how it affects central tendency.
- Survey 5 friends about how many hours of TV they watch each week. Use the best measure of central tendency to describe the survey results. Explain your work.
- Students complete the “Mean Median Mode and Outlier worksheet”
- See Performance Task Instructions and Rubric for directions

**Assessments**
1. **Common Skill**
   - Common Skill-Mean, Median and Mode Worksheet
2. **Contextual**
   - Common Skill- Small group Index Card activity
   - Contextual Skill-Create data set with outlier
3. **Performance Task**
   - Contextual Skill and Performance Task- TV watch survey
   - Common Skill- Mean Median Mode and Outlier worksheet
   - Contextual Skill- Think Together Game
   - Performance Task- “I’m an Entrepreneur”
Unit Title: The Outsiders

Estimated Time

Author/Date Created: 

Subject/ Grade: English Language Arts- Level 7

---

## Unit Wide Concepts

<table>
<thead>
<tr>
<th>Standards/Essential Understandings</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3: Clarify word meanings through the use of definition, example, restatement or contrast</td>
<td></td>
</tr>
<tr>
<td>2.6: Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instance of bias and stereotyping.</td>
<td></td>
</tr>
<tr>
<td>3.2: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s)</td>
<td></td>
</tr>
<tr>
<td>3.3: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</td>
<td></td>
</tr>
<tr>
<td>3.4: Identify and analyze recurring themes across works (e.g. the value of bravery, loyalty, and friendship; the effects of loneliness).</td>
<td></td>
</tr>
</tbody>
</table>

| Big Idea/Objectives/Key Concepts | Using the novel The Outsiders, students will analyze characters and describe how the development of the characters and characterization pushes plot forward. They will compare and contrast their own identities to that of a character in the book, and determine if that character represented the theme of loyalty or rivalry. |

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do we use text to determine the traits of a character?</td>
</tr>
<tr>
<td>2. How do we use different tools to determine word meaning?</td>
</tr>
<tr>
<td>3. What are the elements of plot and how can we track them in a novel?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>Wanted Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Outsiders Final Project (comparing my identity to that of a character)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Identity, identify, race, class, stereotype, ethnic, possessions, superficial, significant, publisher, copyright, author, fiction, nonfiction, dedicate, setting, tone, mood, portray, ideals, relate, physical appearance, accomplishments, round and flat characters, character traits, relevant, unique, narrative, Greasers, Socs, introduction, rising action, climax, falling action, resolution, Venn diagram, compare, contrast, symbol/symbolism, couplet, grief, rhyme, biography, autobiography, bias, reliable, effective, catchy, imaginative, crisis, encounter, resolve, loyalty, rivalry, genre, symbol, clique</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Target

- **Reading 3.4**: Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- **Reading 1.3**: Clarify word meanings through the use of definition, example, restatement or contrast.
- **Reading 3.4**: Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- **Reading 1.3**: Clarify word meanings through the use of definition, example, restatement or contrast.
- **Reading 2.6**: Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.
- **Reading 3.3**: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words and actions of other characters.

### Vocabulary

- **Identity**
- **Race**
- **Class**
- **Stereotype**
- **Ethnic**
- **Possessions**
- **Superficial**
- **Significant**
- **Publisher**
- **Copyright**
- **Author**
- **Fiction**
- **Non-Fiction**
- **Dedicate**
- **Setting**
- **Tone**
- **Mood**
- **Portray**
- **Ideals**
- **Relate**
- **Physical appearance**
- **Accomplishments**
- **Round and Flat Characters**
- **Character Traits**

### Possible Misunderstandings

- Students may not be able to understand the changes in our society and world.
- Students may struggle to relate how we create stereotypes and the poem, with the goal being that they realize.
- Students may have a hard time interpreting the poem, with the goal being that they realize.
- Students may not have a concept of a plot map.
- Students may have a hard time analyzing the
- Students may find it challenging to use evidence from the text to support their conclusions about a character. Students may also
since the 1960s. how they impact our ideas of other people. that just because people seem to have a great life on the outside, they might have issues we can’t see. advertisements for gender and identity. struggle to abstain from just making generalizations about characters.

### Key Concepts

| Introduction to 1960s culture. | Understanding how stereotypes are formed and how they play into our concept of people. Learning how our concept of our own identity is formed. | Reading and interpreting poetry. Understanding how our point-of-view impacts our perceptions of other people. | Identifying and describing in detail the setting in a selection of literature. They will also be able to compare and contrast the setting of a selection of literature to the setting of their own lives. | Using evidence from a text to describe and analyze a character’s traits. Comparing and contrasting characters in books to ourselves. |

### Materials

| CD Player and music from the 60s | Photos from magazines | Copies of the poem Richard Cory | Copies of “Setting the Stage” graphic organizer, gender and identity in advertising, and setting comparison worksheets (see file) | Student Journals |
| Pictures of 60s cars | -Butcher Paper | -Internet Access (or downloaded youtube video of Simon and Garfunkel song- Richard Cory) | -Magazines | -Copies of Character Analysis Pyramid, Character Analysis Graphic Organizer, and Name Identity Poster Directions |
| DVD Player and movies/television shows from the 60s | -Copies of Frayer Model worksheets (see file) | -Laptop | -Scissors | -Art Supplies |
| Short stories/poems from the 60s | -Speakers | -Projectors | -Glue | |
| Pictures of clothes from the 60s or 60s magazines | -Copies of the book The Outsiders (one for each student) | -Copies of the Book Start Activity and Sizing Up Activity (see file) | |
| -Political articles from the 60s | -Copies of food from the 60s (for example, candy bars, T.V. dinners, etc.) | | | |
| -Copies of Character Analysis Pyramid, Character Analysis Graphic Organizer, and Name Identity Poster Directions | -Student Journals | | | |
**Whole Group**

Getting ready for reading:
*Read the poem of “Richard Cory” by Edward Arlington Robinson. Discuss how everybody wants to be like him, but what happens at the end of the poem. This depicts that no matter what you have and how wonderful someone’s life appears, hidden deep inside can be problems and despair. Hence, all people, no matter who they are or what they possess, have problems. You can also play “Richard Cory” by Simon and Garfunkel (available on YouTube)*

Lead discussion of the first chapter of the book with the following questions:
- Who is Ponyboy?
- What do we learn about him in chapter 1?
- Introduce the literary elements of introduction, setting, mood, and theme. Ask the following questions:
  - What has the story taught us at this point?
  - What is the setting of *The Outsiders* telling us?

**Small Group**

Hook: The 60s. Have students explore the era of the 60s by going through the following centers on the 60s and reflecting on what they think it would be like to live

Hook: Stereotype gallery walk. To have students explore how they may stereotype people different from themselves, find twelve to

*Sizing up activity (see file)*

*The Outsiders “Book Start” activity (see file)*

Magazine Activity: Have students complete the Gender and Identity in Magazines Activity (in file)

Literary Elements Graphic Organizer: Character Analysis (see file)

Literary Elements Graphic Organizer: Setting the

Literary Elements: Character Analysis Pyramid (see file).

What are three traits that describe Ponyboy? (put the list on a piece of chart paper and leave up for the remainder of the unit)
in that time:
Center 1: Music
Center 2: Cars
Center 3: Fashion
Center 4: Writing
Center 5: Politics
Center 6: Popular food
Center 7: Movies

| fifteen pictures from magazines or internet to print of all types of people from all walks of life. Post them around the room, numbered. Divide students into small groups by numbering them off. Students go to that number of picture to start. On teacher signal, move clockwise to the next numbered picture, until all pictures are visited. Questions to write about in their journals are:
* What is important to this person?
* What kind of job does or will this person have?
* If I met this person, would we be friends? Why or why not? |
<p>| Group Brainstorming |
| Stage |</p>
<table>
<thead>
<tr>
<th>Session: Put students into groups of three or four. Give each group a topic and a piece of poster paper. Have them brainstorm everything they think of on their topic. Topics: individuality, cliques, gangs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
</tr>
<tr>
<td>Journal Writing: Question: What is your personal identity? What is your group of friend’s identity?</td>
</tr>
<tr>
<td>Define: Identity, Class, Race using adapted Frayer Model (see file)</td>
</tr>
<tr>
<td>Assign students to read chapter 1 for homework or during class time. You can also play the book on tape for them.</td>
</tr>
<tr>
<td>Setting Comparison worksheet (in file)</td>
</tr>
<tr>
<td>Assign students to read chapter 2 for homework or during class time. The Outsiders Vocabulary Pages (web for chapters 1 and 2)</td>
</tr>
<tr>
<td>Journal Writing: Choose a famous person (musician, actor, athlete, writer, etc.) who shares a similar identity and has the same values as you. Jot down those values and write a reflection explaining why you feel the two of you have similar values. You may also choose someone who has the complete opposite identity and values from you and explain why you feel the two of you have such different values.</td>
</tr>
<tr>
<td>Assign students to read chapter 3 for homework or during class time.</td>
</tr>
<tr>
<td>Ponyboy Name Identity Poster (see file)</td>
</tr>
</tbody>
</table>
### Assessment

| Pre-Assessment | Frayer Model Vocabulary Analysis | The Outsiders Book Start Activity Sizing Up People activities | Setting Worksheets The Outsiders Vocabulary Pages Gender and Identity in Magazines Activity | -Character Analysis Worksheets -Ponyboy Name Identity Poster |

### Learning Target

<table>
<thead>
<tr>
<th><strong>DAY 6</strong></th>
<th><strong>DAY 7</strong></th>
<th><strong>DAY 8</strong></th>
<th><strong>DAY 9</strong></th>
<th><strong>DAY 10</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LP Level 7– The Outsiders</strong></td>
<td><strong>Character Analysis</strong></td>
<td><strong>Setting and Character</strong></td>
<td><strong>Symbolism</strong></td>
<td><strong>Character Analysis (Biography and Autobiography)</strong></td>
</tr>
<tr>
<td><strong>Learning Target</strong></td>
<td><strong>Reading 3.3:</strong> Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words and actions of other characters.</td>
<td><strong>Reading 3.2:</strong> Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</td>
<td><strong>Reading 3.4:</strong> Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</td>
<td><strong>Reading 3.3:</strong> Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words and actions of other characters. <strong>Reading 1.3:</strong> Clarify word meanings through the use of definition, example, restatement or contrast.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Trait</strong></td>
<td><strong>Greasers</strong></td>
<td><strong>Symbol/ symbolisation</strong></td>
<td><strong>Biography</strong></td>
</tr>
<tr>
<td><strong>Characteristic</strong></td>
<td><strong>Socs</strong> Introduction</td>
<td><strong>Couplet Grief</strong></td>
<td><strong>Autobiography</strong></td>
<td><strong>Reliable Effective</strong></td>
</tr>
<tr>
<td>Possible Misunderstandings</td>
<td>Students may struggle to understand that their suppositions about characters must be based on evidence from the text. They may also have a hard time relating characters to themselves.</td>
<td>Students may have a hard time using evidence from the text to connect symbols in writing to the theme of the novel/poem.</td>
<td>Students may have a hard time characterizing Ponyboy using evidence from the text.</td>
<td>Students may struggle to understand stereotyping and bias.</td>
</tr>
<tr>
<td>Key Concepts</td>
<td>Students will analyze one character using evidence from the text. They will also associate character traits to their own personal identity.</td>
<td>Students will be able to compare and contrast the Greasers and the Socs. They will also dramatize scenes from the book to understand the events that move the plot forward.</td>
<td>Students will analyze symbols in writing (both poetry and novels) to uncover how they relate to the development of theme. Students will write an analysis of Frost’s poem and write their own poem incorporating symbolism.</td>
<td>Students will understand the role of bias and point of view in writing. They will be able to apply this to a tabloid article on either the Greasers and the Socs.</td>
</tr>
<tr>
<td>Materials</td>
<td>-Student Journals</td>
<td>-Greaser and Soc Venn Diagram (see file)</td>
<td>Symbolism (see file)</td>
<td>-Tabloids</td>
</tr>
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Whole Group

After students present their posters to the class, put them up on the walls so that they can add information as they learn more about the characters throughout the unit. As a class, discuss the similarities and differences of each character using the following questions:
- Are the identities the same or different?
- Does gender play a role in identity or position?
- What makes the characters different? Money? Clothes?
- Do any of the characters seem similar to you?

Have students share their biographic poems about Ponyboy

Have students share their biographic poems about Ponyboy

Lead Discussion with the following questions:
- How does your identity relate to Ponyboy's
- What are the similarities? Differences?
- Do other characters in the novel see Ponyboy as you described him in the poem?
- How important is it to celebrate your identity?

Lead discussion with the following questions:
- What's the difference between Cherry the Soc and Cherry the Dreamer?
- Why is Cherry going to say Johnny acted in self-defense?
- Why does Johnny decide to turn himself in?
- Why did Ponyboy and Johnny run into the burning church to save the kids?
- Are Ponyboy, Johnny and Dally heroes? Why or why not?
- Reread page 95. How does this affect Ponyboy's, Johnny's and Dally's identity?
- How do we know that Darry does truly care for Ponyboy?
- What happens to the Curtis family?
| Small Group | Assign each group one of the following characters: -Ponyboy -Soda -Darry -Steve -Two-Bit Johnny -Cherry As a group, they will create a poster that includes the character’s name, physical characteristics, personality traits, relationships to other characters, and any other relevant information. Once finished, they will present their posters to their class. | -Role Play (see file) -Symbols and Symbolic Poetry (see file) -Ponyboy biography poem | -Tabloid Analysis Worksheet -Greaser or Soc News Article |
| Individual | Journal Writing: Who are you? What makes you unique? What factors influence who you are? (family, friends, etc.) Why? The Outsiders Vocabulary Mapping (chapters 3 and 4) Venn Diagram-Greasers and Socs | Literary Analysis Writing: What is the meaning of Robert Frost’s poem “Nothing Gold Can Stay” | Journal Writing: The best thing about me is... The worst thing about me is... The Outsiders Vocabulary Mapping, chapters 5 and 6 | -Have students read chapters 8 and 9 for homework or during class time -The Outsiders Vocabulary Mapping, chapters 7, 8, and 9 |
| Narrative Writing: Write a story about a particular event that has impacted your life and shaped you into who you are. Include a photo, drawing, or object that represents this event and why you chose the item. Have students read chapter 4 for homework or during class time. |
| Have students read chapter 5 for homework or during class time. Graphic Organizer: Plot Map |
| Have students read chapter 6 for homework or during class time. |
| -Have students read chapter 6 for homework or during class time -Graphic Organizer: Plot Map |

| Assessment |
| Narrative Writing Character Analysis Poster Graphic Organizer: Plot Map/Story Map Venn Diagram Vocabulary Mapping Role Play Symbols and Symbolic Poetry Completed Couplet Literary Writing Analysis Graphic Organizer: Plot Map/Story Map Vocabulary Mapping Ponyboy Biography Poem Vocabulary Mapping Tabloid Analysis Worksheet Newspaper Article |

| LP Level 7 – The Outsiders |
| Learning Target |
| **DAY 11** | **DAY 12** | **DAY 13** | **DAY 14** | **DAY 15** |
| **Plot Analysis** | **Plot Analysis** | **Plot Analysis** | **Theme** | **Unit Wrap Up** |
| **Reading 3.3:** Analyze characterization as delineated through a character’s thoughts, **Reading 3.2:** Identify events that advance the plot and determine how each event explains past | **Reading 3.2:** Identify events that advance the plot and determine how each event explains past | **Reading 3.2:** Identify events that advance the plot and determine how each event explains past | Reading 3.4: Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of |
words, speech patterns, and actions; the narrator’s description; and the thoughts, words and actions of other characters.

event explains past or present action(s) or foreshadows future action(s)

or present action(s) or foreshadows future action(s)

and friendship; the effects of loneliness).

### Vocabulary

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<tr>
<td><strong>Situation</strong></td>
<td>Crisis Encounter Resolve</td>
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<tr>
<td><strong>Climax</strong></td>
<td>Loyalty Rivalry Genre Symbol Clique</td>
</tr>
<tr>
<td><strong>Resolution</strong></td>
<td>Loyalty Rivalry Genre Symbol Clique</td>
</tr>
<tr>
<td><strong>Loyalty</strong></td>
<td>Rivalry</td>
</tr>
<tr>
<td><strong>Rivalry</strong></td>
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### Possible Misunderstandings

- Students may struggle with taking on the point of view of one of the family members in each event.
- Students may have a hard time comprehending the climax of the plot and separating it from the resolution.
- Students may have a hard time identifying characteristics to relate themselves to a character in the novel.

### Key Concepts

- Using evidence from the text, students will interpret family reactions to the events in the plot and analyze character reactions.
- Students will interpret the events in the plot and place them on their graphic organizer to predict the ending of the book.
- Students will analyze a character to decide if they represent loyalty or rivalry. Students will compare and contrast one character in the novel to themselves.

### Materials

- Plot Map/Story Map (see file)
- Outside Crisis Worksheet (see file)
- Outsiders Language Game
- Outsiders Final Project (see file)
- Outsiders Final Project (see file)
- Wanted Poster (see file)
| **Whole Group** | Lead a discussion using the following questions:  
- What did Ponyboy learn at the end of chapter 6 about his family?  
- How does the Curtis family operate in their house?  
- How are the gang (Steve, Two-Bit, Dally, Johnny, etc.) family?  
- What threat does Juvenile court have on the Curtis family?  
- How does Ponyboy's dream affect his family?  
- How does Two-Bit explain “greasers” to Ponyboy?  
- How does Randy's talk with Ponyboy demonstrate similarities Greasers and Socs?  
- At the beginning of | Lead a discussion using the following questions:  
- Why does Dally handle the situation the way he does?  
- How do Ponyboy and the other Greasers deal with similar pressures?  
- How do you handle a crisis?  
- Where could Dally have gone for help? | Lead a discussion using the following questions:  
- What should Ponyboy, Johnny, and Dally have done?  
- What about the other Greasers? What should they have done?  
- Who is to blame for Dally’s death? The Socs? The Greasers? Johnny?  
- Should Ponyboy have taken part in the rumble? (sick, fever, concussion, etc.)  
- Why did Johnny leave *Gone With The Wind* for Ponyboy?  
- Why does Randy come to see Ponyboy?  
- Why does Ponyboy think that Johnny is not dead? | Lead a discussion using the following questions:  
- What changes Johnny’s outlook on death?  
- Is he happy to die? Proud?  
- Why doesn’t Johnny mind dying?  
- What is his advice to Ponyboy?  
- Why do you think none of the Greasers told Johnny about Dally’s death?  
- “He meant you’re gold when you’re a kid, like green.” What is Johnny saying?  
- What is the significance of sunsets? It is discussed a few time throughout the novel, what could it symbolize?  
- Why does Hinton repeat the same lines at the end of the novel as she begins the novel with?  
- What is the significance of this? | -Presentation of Final Project |
<table>
<thead>
<tr>
<th>Chapter 8, how do we know Johnny's condition is bad?</th>
<th>-What does it tell us about Pony?</th>
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</thead>
<tbody>
<tr>
<td>-Why doesn't Johnny want to see his mother?</td>
<td>-What does the novel <em>Gone With The Wind</em> have to do with the theme of the novel? The poem?</td>
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<tr>
<td>-What is Dally going to do with Two-Bit's switchblade?</td>
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<tr>
<td>-Is Ponyboy sick?</td>
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<tr>
<td>What is happening to him at the end of chapter 8?</td>
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<tr>
<td>-Why is Cherry so worried about Ponyboy? Why does she keep coming around?</td>
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<tr>
<td>-How does the “sunset” quote on page 129 relate to the quote of page 40-41 “We saw the same sunset?”</td>
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<tr>
<td>-Why does Ponyboy want to help Cherry and Rnady?</td>
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<tr>
<td>-Why does Dally take Ponyboy to the hospital to see Johnny?</td>
<td></td>
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<tr>
<td>-What id Dally going to do at the end of chapter 9?</td>
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| **Small Group** | - Family Role play and presentations  
- Chapter 7-9 worksheet | - Group brainstorm- Places you can go in your community to get help.  
- Community helpers worksheet | - The Outsiders Language Game | - The Outsiders Wanted Posters |
|-----------------|-------------------------------------------------|-------------------------------------------------|--------------------------------|--------------------------------|
| **Individual**  | Journal Writing: How is each member of your family, including yourself, unique and different? How do these differences contribute to a stronger family? How does your family influence you?  
Assign students to read chapter 10 for homework or in class.  
- Graphic Organizer: Plot Map | - Assign students to read chapter 11 for homework or in class.  
- Graphic Organizer: Plot Map | - The Outsiders Vocabulary Web chapters 10, 11, and 12  
- The Outsiders Final Project | - The Outsiders Final Project |
| **Assessment**  | Plot map/story map  
- Chapters 7-9 Plot analysis (questions)  
- Family Role Play | - Community Helpers Worksheet  
- Plot Map/story Map | - Outsiders Language Game  
- Plot Map/Story Map | - Outsiders Final Project  
- Vocabulary Web  
- Wanted Posters | - Outsiders Final Project  
- Wanted Posters |
## Eighth Grade Social Studies Lesson Plan

**Standards Addressed:**

- **8.6:** Students analyze the divergent paths of the American people from the 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
- **8.6.6:** Examine the woman’s suffrage movement (e.g. biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony)

**Objectives:**

Students will be able to:

1. Discuss the particulars in the granting of full voting rights to women in several Western states.
2. List some women especially involved in the Western suffrage movement and supply some important facts from their biographies.
3. Take a stand, supported by historical evidence, as to whether or not a single theory can explain why the Western states were the first to grant full voting rights to women.

**Essential Question:**

Why were the Western states the first in the nation to grant full voting rights for women?

### Lesson Activities:

#### Day 1

1. **Journal Writing** - “Do you think children under the age of 18 should be allowed to vote? Why/why not?”
2. In groups, students will be given a list of “Suffrage Firsts” in random order, and will be asked to guess the order in which different groups were given the right to vote in the U.S.
3. Students will explore the list of “Suffrage Firsts” and the “Timeline of American Suffrage” from the Women of the West Museum website to identify when different groups of people were allowed to vote. They will compare their ideas to the information they uncovered.
4. Students will hypothesize why women in the West would achieve the vote first. We will rank their hypothesis on a spectrum posted in the room.
5. In groups, students will read the first page of the poll “How the West was First: Why did Suffrage Succeed.” In groups, students will rank the poll and compare it to our spectrum.

#### Day 2

1. Students will read excerpts from the following suffrage campaigns: Susan B. Anthony, Elizabeth Cady Stanton, and Albina L. Washburne, "Annual Meeting, American Woman Suffrage Association: Colorado Report," *Woman’s Journal*, 7 (7 October 1876), pp. 327, 328, as well as the essay *The History of the Suffrage Movement*, from PBS's *Not For Ourselves Alone*.
2. Students will complete a thinking map of cause and effect to describe how the movement in Colorado benefitted from the contacts with the activist in the Northeast.

#### Day 3

1. In groups, students will explore the [Introduction to the West](https://www.pbs.org/newwest/) on the PBS website *New Perspectives on the West*. It introduces the landscape, myth, and history of the West. Students will answer the following questions:
   
   a. What attracted people to the American West?
   b. What experiences of the West do your students have (from watching Western
movies or visiting the Grand Canyon, for example)?

2. To help students explore this question, as a class, we will examine the following images that exemplify the myth of the West. As we look at the images, students will jot down one to three words they associate with each. We will then discuss each image briefly and allow students to add a word or two:

- Bill Pickett: Famous Cowboy
- Custer's Last Stand
- Ghost Town
- The Grand Canyon
- Jesse and Frank James
- Leadville, Colorado (Shows a booming town filled with log and wood frame houses, lean-tos, sheds, and barns.)
- Ogalala War Party
- Panning for Gold
- Sitting Bull and Bill Cody
- The "Unsinkable" Molly Brown and Family

3. Working in small groups, students will share their lists and then attempt to come up with a statement describing the myth of the West that uses some of the list words, and especially those that were repeated. Reconvene in a whole-class setting and share descriptions. If desired, choose one group's definition (or use ideas from various groups) to stand as a class statement on the nature of the myth. Are there aspects of this myth that help explain why women got full voting rights in the West first? On the other hand, are there aspects of the myth that seem to contradict the fact that women's suffrage came to the West first?

Day 4

1. In this activity, students explore the various motivations of those who migrated to the American West. Might the motivations of those who migrated to the West help us to understand the region's early granting of voting rights to women?

2. As we share the following with the class, students will invent a character (who, for example, could be in a realistic historical fiction work about the settling of the West) inspired by the materials presented. Every character should have a name, age, reason for coming West, a home place, and a brief story to tell about him or herself:

- One Reason They Came—The Homestead Act
  - Homestead Act (One sentence—albeit a very long one—beginning with "Be it enacted."), on the website New Perspectives on the West
  - The Homestead Act—Background Information from the resource American Memory
- Another Reason They Came—Aggressive advertising by railroads in the interest of having people living along the routes and to profit from selling land.
  - Poster: Farms and Homes in Kansas! Emigrants, Look to your interests, from the Union Pacific Photo Gallery, available via a link from the website
Internet Public Library. Note that the seller is the Union Pacific Railroad, and that the land being sold formerly belonged to Native Americans (Kickapoo Indian Reservation).

- Some Information on Who Came
  - Good Company, on the PBS website New Perspectives on the West
  - Freeman Family, on the National Park Service website, a link from the resource Links to the Past
  - How Do You Like Nebraska?, on the PBS website New Perspectives on the West

3. When we are finished reviewing the material, have each student—in character—share the basic information about him or herself. Then ask the "character" to state an opinion about voting rights for women. Students should be ready, if asked, to provide evidence—either details from a character's story or reasoning and inference—supporting the likelihood that their character would hold such an opinion.

4. As a class, discuss and collate the results of presentations of individual characters. Discuss the central question of whether women won voting rights in the West because of the nature of those who wanted to migrate to that region. (Be alert not only to details that seem to support the region's openness to women's suffrage, but also to details that make the early granting of the vote to women seem surprising.)

Day 5

1. Students—working individually or in pairs—will learn about a pioneer woman and compose a free verse poem that highlights the details of her life. As a model, share with students the poem Lucinda Matlock by Edgar Lee Masters, available on the Academy of American Poets. Though not about a pioneer woman of the West, this poem gives the details of an entire life history in a few lines.

2. Read the poem aloud in class. After the first reading, ask students what "jumped out at them" from the poem. Then we will distribute copies of the poem to students and have a volunteer give a second reading. After the reading, ask students to point out concrete details from the life of Lucinda Matlock. Point out to students that the poem does not rhyme—a key characteristic of free verse.

3. Subjects will be assigned to students from the following list or other sources:

- From Notable Women Ancestors, a link from the website Women of the West Museum
  - Diana Lucina Spicer Block
  - Martha Caroline Rogers Leaming (NOTE: One of the longer accounts.)
  - Lydia Leaming Miller
  - Elizabeth Hickok Robbins Stone
  - Mary Jane Cantrell Tuttle
  - Martha Alice Parker Woodbury

- From The Domestic West, an online exhibit of the resource American Studies at the University of Virginia
  - Eliza Ann McAuley: Iowa to the Land of Gold
  - Jennie AtchesonWriston: A Pioneer's Odyssey
  - Emily French: Diary of a Hard Worked Woman

- From the website Women of the West Museum
  - Maud Younger (California)
  - Charlotta Spears Bass (California)
  - Elizabeth Piper Ensley (Colorado)
4. Students should compose poems from what they learn about their subject. When students have finished writing, conduct a classroom reading of the poems. Having heard all of them, students should identify any commonalities that exist among these women. Can their personalities and experiences explain why women in the West were the first to be granted full voting rights?

Day 6

1. As a class, we will explore the following graphics regarding suffrage movements in three states, available on the Women of the West Museum:

- California Demonstration
- Oregon Poster
- Wyoming Photograph

2. Students will discuss the question whether these graphics give the impression that the motivations behind the various suffrage movements were similar or different?

3. Divide the class into eight groups. Students should use the following articles and graphics from the website Women of the West Museum, as well as other available classroom and/or library resources, to research eight Western states.

   (NOTE: Click on the state name for a summary article. Additional links to graphics and biographies are provided in each article.)

- Wyoming (Suffrage in 1890)
- Colorado (Suffrage in 1893)
- Utah (Suffrage in 1896)
- Washington (Suffrage in 1910)
- California (Suffrage in 1912)
- Oregon (Suffrage in 1912)
- Kansas (Suffrage in 1912)
- Texas (Suffrage in 1912)

3. Once students have completed their research, each group should present its findings to the class. If desired, have students fill in the table "Is It Something Particular for Each State?" on page 2 of the PDF file as groups present their information.

Day 7

1. After all groups have made their presentations, reconsider the poll results from Activity 1. Would students' answers change now? Should other hypotheses be added to the poll? Which hypothesis would be most frequently chosen now as the most likely?

2. Is there a unified theory for why the West gave women full voting rights first?
It is the policy of Ingenium Schools that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that Ingenium Schools may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of Ingenium Schools, you may file this form with a Principal, the Executive Director, or the Board President.

Please review Ingenium Schools’ policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

Ingenium Schools will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Ingenium Schools will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Ingenium Schools will need to disclose portions of your factual allegations to potential witnesses including anyone you have identified as having knowledge of the facts on which you are basing your complaint as well as the alleged harasser.

In signing this form below, you authorize Ingenium Schools to disclose to others the information you have provided herein and information you may provide in the future. Please note that the more detailed information you provide the more likely it is that Ingenium Schools will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by Ingenium Schools both because of the harm caused to the person harassed and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: Date: ________________________

Date of Alleged Incident(s): _____________________________________________________
Name of Person(s) you believe sexually harassed you or someone else: ______________________

_________________________________________________

List any witnesses that were present:

_________________________________________________

_________________________________________________

Where did the incident(s) occur? ______________________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I acknowledge that I have read and that I understand the above statements. I hereby authorize Ingenium Schools to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.
Date: _____________________

Signature of Complainant

____________________________________________

Print Name

Received by: Date: _____________________
APPENDIX G: COMPLAINT FORM

Your Name: _________________________ Date: _______________________

Date of Alleged Incident(s):

____________________________________________________________

Name of Person(s) you have a complaint against:

___________________________________________

List any witnesses that were present:

_____________________________________________________

Where did the incident(s) occur?

___________________________________________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

I hereby authorize Ingenium Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_________________________________________ Date: ______________________

Signature of Complainant
Print Name

To be completed by School:

Received by: _______________________________                Date: ____________________
Appendix H:
Safety Plan
Ingenium Charter Middle School
SAFETY PLAN

Statement of Purpose

Ingenium Charter Middle School is committed to the shared responsibility of preparing all learners for productive, and responsible citizenship in an ever-changing world. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school’s facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- Staffing;
- General Policies and Procedures for Handling Safety and Specific Emergency Situations;
- Drugs, Alcohol and Tobacco;
- Child Abuse Reporting;
- Campus “Coming and Going”;
- Harassment Policy

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

STAFFING

A. EMPLOYEE PREPAREDNESS

A number of measures will be taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this plan and any other emergency policies and procedures;
- Review of an employee’s role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
• Familiarity with the layout of buildings, grounds and all emergency procedures;
• Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
• Attendance at update training sessions in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

B. EMPLOYEE RESPONSIBILITIES

At the beginning of each school year, all instructional and non-instructional staff will be asked by the ICMS Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

• Presenting instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
• Keeping attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
• Updating the contents of classroom emergency kits and keeping it in a safe, accessible location;
• Participating fully in fire, earthquake and evacuation drills;
• Planning activities for students during periods of confinement.

The Principal, or his/her designee, will:

• Assign employees to roles and responsibilities in the case of an emergency, taking into consideration the skills, abilities and normal functions of employees;
• Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
• Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
• Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
• Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
• Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
• Test the site warning system and ensure that the system’s signal(s) is recognized and understood by employees and students;
• Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
• Maintain a list of emergency phone numbers in a readily accessible location.

C. EMPLOYEE/STUDENT SPECIAL NEEDS

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs will be identified at the beginning of each school year. Parents will be asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. EMERGENCY ON-SITE PERSONNEL

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. NOTIFICATION LIST

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

<table>
<thead>
<tr>
<th>Personnel Emergency Telephone Number List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ext. #</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Office Manager</td>
</tr>
<tr>
<td>Emergency or Safety Designee</td>
</tr>
<tr>
<td>Teachers with CPR or First Aid (list by name):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside Emergency Telephone Number List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ext. #</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Police Dept.</td>
</tr>
<tr>
<td>Ambulance</td>
</tr>
<tr>
<td>Sheriff’s Dept.</td>
</tr>
<tr>
<td>Fire Dept.</td>
</tr>
<tr>
<td>Hazardous Materials</td>
</tr>
<tr>
<td>Others:</td>
</tr>
</tbody>
</table>
General Policies and Procedures for Handling Safety and Specific Emergency Situations

The purpose of the safety and emergency sections is to provide safety and emergency preparedness and response instructions to protect the safety and well-being of students and staff at the time of an emergency. The goals include to:

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school’s facilities and property;
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
- Provide for interface and coordination between the school and local authorities and resources.

A. EMERGENCIES

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the fullest extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the Principal, or his/her designee.

Fire

In the case of a school fire, the following procedures should be implemented:

- Utilization of a sound building fire alarm.
- Notification to the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
  - School name and phone number.
  - Building address, including nearest cross street(s).
  - Exact location of the fire within the building.
- Evacuation of students and staff in accordance with established procedures.
- Evacuation to an outdoor assembly area.
- Closure of all doors leading to the fire. Individuals should not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing and navigation easier. Before opening any door, individuals should place a hand one inch from the door near the top to see if it is hot. Individuals should be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Access routes for emergency vehicles should be cleared. Individuals should remain at a safe distance from the fire and away from fire fighting equipment.
• First Aid should be rendered as necessary.
• Student attendance should be confirmed, and student should be supervised.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

Medical emergencies involving any student or employee must be reported to the Principal or his/her designee. Dial 911 or direct someone to do so. Provide the following information:

• School name and phone number.
• Building address, including nearest cross street(s).
• Exact location within the building.
• Your name and phone number.
• Nature of the emergency.

Do not hang up until advised to do so by dispatcher. Then, take the following actions:

• Notify the school office that an individual has been injured and an ambulance has been called.
• Ask someone to dispatch a first aid/CPR trained employee to the victim.
• Stay calm. Keep victim warm with a coat or blanket.
• Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
• Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake’s effect on buildings will vary from depending on the building and its infrastructure.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

• Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
• After shaking stops, check for injuries, and render first aid.
• If ordered by the Principal, or his/her designee, evacuate.
• Do not return to building.
• Do not light any fires.
• Keep a safe distance from any downed power lines.
• Check attendance whether or not evacuation takes place. Report any missing students to the Principal, or his/her designee.
• Stay alert for aftershocks.
• Be aware that shaking may activate fire alarm or sprinkler systems.
• Elevators and stairways will need to be inspected for damage before they can be used.
• ICMS principal, or his/her designee, will issue further instructions.

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the Principal, or his/her designee. The Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

• Dial 911.
• Seek first aid or medical attention, if indicated.
• Have photographs taken of any injuries.
• Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
• Obtain names and telephone numbers of any witnesses.
• Draft incident report and submit it to the Principal, or his/her designee.

The Principal or his/her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

• If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
• If a more serious spill occurs inside or outside:
  o Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
  o Provide the following:
    ▪ School name.
    ▪ Building address, including nearest cross street(s).
- Your name and phone number.
- Location of the spill and/or materials released.
- Characteristics of spill (colors, smells, visible gases).
- Name of substance, if known.
- Injuries, if any.

- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

The Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the Principal or his/her designee.
- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement). See Disciplinary, Suspension & Expulsion Policy.
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The Principal or his/her designee will:
  - Notify Police Department – Dial 911.
With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

- Classrooms and work areas.
- Public areas - foyers, office bathrooms and stairwells.
- Lockers and unlocked closets.
- Exterior areas—shrubbery, trashcans, debris boxes, gas valves, etc.
- Power sources—electric panels, telephone panels, computer rooms, etc.

- With assistance from responding law enforcement personnel and/or Fire Department, the Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The Principal, or his/her designee, must grant approval for student release.

- An incident report should be drafted before the end of the workweek.

**Explosion**

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
  - School name.
  - Building address, including nearest cross street(s).
  - Exact location within the building.
  - Your name and phone number.

- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

**Fighting or Riot**

School staff should follow these guidelines when a fight occurs:
- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can “cool down” instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
  - The Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
  - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
  - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
  - Activate needed emergency plans, which may include:
    - Instructing office staff to handle communications and initiate lockdown orders.
    - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
    - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
    - Brief a representative to meet the media.
    - Assign staff to a pre-designated medical treatment/triage facility.

**Hostage Situation**

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don’t be a hero.
- Follow instructions of the captor(s).
• Cooperate; be friendly if possible; don’t argue with or antagonize captor(s) or other hostages.

• Inform captor(s) of medical or other needs.

• Be prepared to wait; elapsed time is a good sign.

• Don’t try to escape; don’t try to resolve situation by force.

• Be observant and remember everything that is seen or heard.

• If a rescue takes place, lie on the floor and await instructions from rescuer(s).

• The Principal or his/her designee should:
  o Immediately notify law enforcement.
  o Move other students and teachers completely away from those who are in the hostage situation.
  o Keep everyone as calm as possible.
  o Be prepared to answer questions from media or family.

Death of a Student

By far the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student’s death, which occurs on campus, particularly as a result of school violence, is the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school’s response to death, particularly death that occurs as a result of school violence:

• After the initial response, administrators and counselors will meet immediately to review what happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

• Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.

• Relay the information to the students in a factual way, careful to avoid breaching the student or family’s privacy. The Principal and a counselor might consider moving from room to room to tell the students what has occurred. They should be candid, allow for expression of feelings, and affirm students’ expressions or feelings. Students should be told that they may visit a counselor’s office for special assistance.

• If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.

• Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

• Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon
If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
- The Principal or his/her designee should follow these guidelines:
  - Notify law enforcement immediately.
  - Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
  - Determine the level of threat. If the level of threat is high, call for additional backup.
  - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
  - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

B. EVACUATION

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

- The Principal or his/her designee should:
  - Notify the school district office, county official or designee.
  - Notify local law enforcement authorities.
  - Notify school transportation support.
  - Note the special needs of students or staff.
  - Direct clerical staff to take schools master enrollment list.
  - Direct school nurse or designee to prepare emergency medications to be transported.
  - Direct all personnel to leave the building and secure the building.
  - Notify students’ parents or legal guardians as situation permits.

- School staff should:
  - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
  - Take a copy of class enrollment list.
  - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
  - Notify the Principal or his/her designee of any special needs of students and their requirements.
The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

C. FLOOR PLAN

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school’s main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

D. FIRE DRILLS

Fire drills will be conducted on a monthly basis. The Principal, or his/her designee, will specify the date and time of fire drills. Earthquake “drop and cover” drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. ANNUAL INSPECTIONS

The Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen
• Office (also used for conference rooms)
• Teacher’s Workroom and Employee Lounge
• Restroom
• Custodial
• Boiler Room
• Storage Room (also use for File Rooms)
• Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; second floor women’s restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. PARENTAL NOTIFICATION

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

In the event of an emergency, parents/guardians should keep radios tuned to the local radio station for advisory information. Parents should not call the school because we must have the lines open for emergency calls.

G. CLASSROOM SAFETY KITS

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school’s central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

<table>
<thead>
<tr>
<th>Blankets</th>
<th>Paper Towels</th>
<th>Candles</th>
<th>Flushable Wipes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matches</td>
<td>Batteries</td>
<td>Pillows</td>
<td>Bottled Water</td>
</tr>
<tr>
<td>Radio (battery operated)</td>
<td>Flashlights</td>
<td>Sheets</td>
<td></td>
</tr>
</tbody>
</table>

Suggested first aid items:
In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. SCHOOL SAFETY MANAGEMENT TEAM

The Principal is the overall director of ICMS Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at ICMS and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. GUIDELINES FOR HANDLING THE MEDIA

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.
J. DRUGS, ALCOHOL AND TOBACCO

The use or possession of drugs, alcohol, or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See School Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up procedures are necessary including counseling.

K. CHILD ABUSE REPORTING

Child abuse shall be reported in compliance with the procedures set forth in the school’s Personnel Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

All employees of ICMS are committed to the well-being of children. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

L. CAMPUS “COMING AND GOING”

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

- Always report and sign in at the office.
- Be provided with a visitor’s badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.

School personnel should:
• Ensure all exterior doors are marked with a notice to visitors to first report to the office.
• Exterior doors should remain locked, except doors near the office area.
• Staff should receive training on how to greet visitors. The first question is “May I help you?”

Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor’s badge or lacking visible identification stating who they are).

Visitors who fail to comply with school procedures should verbally be informed they are in violation of school policy. (Example - “Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.”). If this fails:

• Notify the office of the situation.
• Follow the person, if possible, and continue to give notice of the violation of school rules.
• Notify law enforcement.
• Inform office personnel to activate building-wide notification plan concerning intruder.
• Use a pre-determined code phrase over the PA system.
• Close and secure all classroom doors.
• Ensure that students remain in assigned areas.

M. NOTIFYING TEACHERS OF DANGEROUS PUPILS

The Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code §48900, including the exceptions to this rule provided therein. ICMS will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a student described in this Section. ICMS is not civilly or criminally liable for providing information unless it is proven that the information was false and that an ICMS employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

N. HARASSMENT AND DISCRIMINATION

Harassment and Discrimination are prohibited. They include the following:

• Verbal threats
• Threatening behavior
• Hazing
• Intimidation
• Gang behavior
• Fights

Policies for dealing with harassment and discrimination are described in the Personnel Handbook.

If harassment or discrimination occurs, school staff should:

• Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where threats of serious bodily injury and/or weapons are involved, call 911.

• Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.

• Document the incident, including the names of witnesses and any statements.

• Provide incident reports to the Principal, or his/her designee, as soon as possible.

The Principal, or his/her designee, should:

• Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.

• Identify the parties involved.

• Seek written documentation from witnesses.

• Determine disciplinary consequences. See Personnel Handbook; and Disciplinary, Suspension & Expulsion Policy.

• Determine what intervention or follow-up is necessary, including referral to a school counselor, psychologist, or local law enforcement.

• Notify parents or legal guardian and appropriate school personnel of incident.

• Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

O. SCHOOL DISCIPLINE

Discipline will be handled as set forth in the Disciplinary, Suspension & Expulsion Policy.

Acknowledgement of Receipt of Safety Plan

I understand and agree that I will read and comply with the Safety Plan for Ingenium Charter Middle School.
Appendix I:
Student Registration Form
Ingenium Charter Middle School
New Student Registration Form
2013-2014

Student Information

First Name: ________________  Middle: ____________  Last Name: ________________

Address: ___________________________________________________________ Apt#: __

City: ________________  State: ____________  Zip: ________________

Phone: (____) ______-______

Student’s Date of Birth: (mm/dd/yyyy) __/__/____

Student’s gender: (Check one only)  □ F= Female  □ M= Male

Student is applying for grade: (Check one only)  □ 6  □ 7  □ 8

This is the ______ time the student has ever entered this grade level (check one only).

□ 1= First Time  □ 2= Second Time  □ 3= Third Time

The California State Department of Education requires schools to report the following information for students who participate in the Standardized Testing and Reporting Program also known as the STAR testing program. In addition, we are required to report this information as a condition of a major grant we have received. Please assist us by completing the following information so that we may provide the California State Department of Education and our grant donor with the most accurate information possible.

Be assured that this information will be kept confidential.

Student’s Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):

□ Cherokee  □ Chippewa  □ Choctaw  □ Navajo  □ Pueblo

□ Sioux  □ Other: ____________________

0999 = Asian (Please specify)

□ Asian Indian  □ Chinese  □ Filipino  □ Japanese  □ Korean

□ Vietnamese  □ Other: ____________________
1000 = Black or African American *(Please specify if known)*

□ Other: ____________________

1001 = Hawaiian or other Pacific Islander *(Please specify)*

□ Guamanian □ Hawaiian □ Samoan □ Other: ____________________

2304 = Hispanic or Latino *(Please specify):*

□ Argentinean □ Colombian □ Cuban □ Dominican □ MexicanAmer.
□ Nicaraguan □ Puerto Rican □ Salvadoran □ Spaniard □
Other: ______________

1002 = White *(Please specify if known)*

□ Other: ____________________

Other Race/Ethnicity with which the student identifies. Mark all that apply.

0998 = Alaskan Native or American Indian *(Please specify):*

□ Cherokee □ Chippewa □ Choctaw □ Navajo □ Pueblo
□ Sioux □ Other: ______________

0999 = Asian *(Please specify)*

□ Asian Indian □ Chinese □ Filipino □ Japanese □ Korean
□ Vietnamese □ Other: ______________

1000 = Black or African American *(Please specify if known)*

□ Other: ____________________

1001 = Hawaiian or other Pacific Islander *(Please specify)*

□ Guamanian □ Hawaiian □ Samoan □ Other: ____________________

2304 = Hispanic or Latino *(Please specify):*

□ Argentinean □ Colombian □ Cuban □ Dominican □ MexicanAmer.
□ Nicaraguan □ Puerto Rican □ Salvadoran □ Spaniard □
Other: ______________

1002 = White *(Please specify if known)*

□ Other: ____________________

English Proficiency of the student: *(Check one only)*

□ 1633 = Native English Speaker □ 1634 = Fluent English Speaker
□ 1635 = Non-English speaking □ 1636 = Re-designated as fluent English proficient
Primary language spoken at home (Check one only):

- Arabic
- French
- Hindi
- Persian
- Spanish
- Cantonese
- French Creole
- Italian
- Polish
- Tagalog
- Chinese (non-Cantonese)
- German
- Japanese
- Portuguese
- Urdu
- English
- Greek
- Korean
- Russian
- Vietnamese
- Other: ___

Before attending this charter school, the student attended:

School Name: ____________________________
School: ___________________ City: ___________________

The school the student attended previously can be categorized as: (Check one only)

Public:
- 1821 = Public, same district
- 1822 = Public, different district in the same state
- 1823 = Public, different state

Private:
- 1824 = Private, non-religiously-affiliated, same district
- 1825 = Private, non-religiously-affiliated, different district, same state
- 1826 = Private, non-religiously-affiliated, different state
- 1827 = Private, religiously-affiliated, same district
- 1828 = Private, religiously-affiliated, different district, same state
- 1829 = Private, religiously-affiliated, different state

Non-existent or Foreign:
- 1838 = Original Entry into US school (no previous school)
- 1839 = Original entry into US school (from foreign country with no schooling interruption)
- 1840 = Original entry into US school (from foreign country with schooling interruption.)
☐ 1830 = Located outside of the country

Other
☐ 1831 = Institution (example: correctional facility)

☐ 1832 = Other charter school

☐ 1833 = Home schooling

☐ 1834 = Matriculating (in other words, passed previous school’s highest grade level)

☐ 9999 = Other

Has the student taken a standardized test and been determined “Gifted?”

☐ 0002 = Yes  ☐ 0232 = No

The questions below pertain to special services currently being received by the student at her or his present school. If you are unaware of the terms used in this box, your child is more than likely not receiving those specific services at this time. If you are unsure, you may leave this section blank and the information will be requested from the child’s current school.

Has the student been classified by Special Education Services with any of the following disabilities?  
(Check all that apply)

☐ 2121 = Autistic/Autism

☐ 2122 = Deaf-blindness

☐ 2123 = Hearing impairment

☐ 2124 = Mental retardation

☐ 2125 = Multiple disabilities

☐ 2126 = Orthopedic impairment

☐ 2127 = Emotional Disturbance disability

☐ 2128 = Specific learning disability

☐ 2129 = Speech or language impairment

☐ 2130 = Traumatic brain injury

☐ 2131 = Visual impairment

☐ 2132 = Other health impairment

☐ 2133 = Deafness

☐ 2134 = Developmental delay

☐ 2135 = Infants and Toddlers with disabilities  ☐ 9998 = None

Does the student have an active Individual Educational Plan (IEP)?  ☐ Yes  ☐ No

Does the student need 504 accommodations requiring modification?  ☐ Yes  ☐ No

How far is the school from your home?  ☐ ☐ (Approximate distance in miles)

How many times has the student’s family moved in the past 12 months?  ☐ ☐
In the student’s home:

Approximately how many books are there where the student resides? □ □ □ □ □ □

Is there a computer at home? (e.g. desktop/laptop) □ 0002= Yes □ 0232= No

Is there Internet access at home? □ 0232= No

Is there a quiet place for the student to study at home? □ 0002= Yes □ 0232= No

Was any adult employed for income over the past two weeks? □ 0002= Yes □ 0232= No

Migratory Status: Does the student’s Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?

□ 1641= Yes □ 1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: (Check one only)

□ F = Free lunch □ FDC = Free lunch in District of Columbia
□ P = Full pay □ R = Reduced-price lunch
□ I don’t know. (School will gather this data.)

Among all parents and guardians residing with the student, what is the highest level of education? (Check one only)

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<thead>
<tr>
<th>Elementary/Middle/High School</th>
<th>College and Beyond</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>0789 = Pre-Kindergarten</td>
<td>1049 = Some college but no degree</td>
<td>0819 = Vocational Certificate</td>
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<tr>
<td>0805 = Kindergarten</td>
<td>1050 = Associate’s degree</td>
<td>1046 = Adult Basic Education Diploma</td>
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<tr>
<td>0790 = 1st Grade</td>
<td>1051 = Bachelor/ Baccalaureate degree (BA, AB, BS, etc.)</td>
<td>1047 = Formal certificate or diploma (less than one yr.)</td>
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<tr>
<td>0791 = 2nd Grade</td>
<td>1052 = Graduate certificate</td>
<td>1048 = Formal certificate or diploma (more than or equal to one year)</td>
</tr>
<tr>
<td>0792 = 3rd Grade</td>
<td>1053 = Firstprofessional degree</td>
<td>2408 = H.S. completers (e.g certificate of attendance)</td>
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<tr>
<td>0793 = 4th Grade</td>
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<td>2409 = H.S. equivalency (e.g. GED)</td>
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<td>0794 = 5th Grade</td>
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<td>1043 = No school completed</td>
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<td>0795 = 6th Grade</td>
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<td>9999 = Other</td>
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<td>0796 = 7th Grade</td>
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<td>0798 = 8th Grade</td>
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<td>0799 = 9th Grade</td>
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</table>
Health and Immunization Records

Requirements for entrance:

To enter or transfer into public and private elementary and secondary schools (grades kindergarten through 12), children under age 18 must have immunizations as outlined in Health and Safety code Sections 120[325-120380 (formerly Sections 3380-3390); California Administrative Code, Title 17, Sections 6000-6075 (see GUIDE TO THE REQUIREMENTS OF THE CALIFORNIA SCHOOL IMMUNIZATION LAW FOR GRADES K-12). Document of these immunizations must be provided prior to the first day of school.

Allergies: __________________________________________________________

Serious illness(es):
________________________________________________________________

_______________________________________________________________

Currently taking medication?

Release for NEWS/Media

As a student of this charter school, your child may have the opportunity to participate in media coverage for educational purposes. These opportunities may involve activities such as quotes attributed to your child, pictures of your child in the newspaper, on television, or in productions for the school. By signing below, you authorize your child’s participation in media activities for educational purposes.

Parent/Guardian Signature: ____________________________ Date: _____________
By my signature below, I acknowledge that uniforms are required for all students. Information will be provided to parents from the selected vendor. I accept responsibility for compliance with the school’s dress code.

Parent/Guardian Signature: ____________________________ Date: _____________

EMERGENCY DATA

Primary Care Physician:

Primary Care Physician Phone Number:

Individuals ICMS is authorized to contact in the event of an emergency:

Name
Telephone Number

____________________________  _____________________________
____________________________  _____________________________
____________________________  _____________________________

If ICMS is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform ICMS of any changes regarding the information on this form.

Parent/Guardian Signature: ____________________________ Date: _____________

Parent/Guardian/Family Information

Parent/Guardian 1

First Name:___________ Middle:_______ Last Name:______

Address (if not the same as student address above):

________________________________________ Apt#:________
City:_________________________ State:___ Zip:_________________
Home Phone:__________________ Work Phone:________________
Relationship to student:________________ E-mail address: _______________

Parent/Guardian 2

FirstName:______________ Middle:_____ Last Name:______________

Address (if not the same as student address above):
City: ___________________________ State: ___ Zip: ___________________ 
Home Phone: ___________________ Work Phone: ___________________

Relationship to student: ___________ E-mail address: ______________

Does the student have any siblings?

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Current School</th>
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Emergency Contact Information

Physician: ___________________ Phone #: ( ________ ) _____________

Health Insurance: ______________ Policy #: ______________

Individuals ICMS is authorized to contact in the event of an emergency:

Name
Telephone Number

If ICMS is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform ICMS of any changes regarding the information on this form.

Parent/Guardian Signature: _______________ Date: ____________

AUTHORIZATION FOR STUDENT PICK-UPS

The following individuals are authorized to pick up my child from school:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
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</table>
Parent/Guardian Signature: ______________________  Date: ________________

END of Parent/Guardian Information
Appendix J: Budget
Budget Assumptions

KEY REVENUE SOURCES

Principal apportionment from the State of California makes up the vast majority of Ingenium Charter Middle School’s revenue.

- Ingenium Charter Middle School expects to enroll 150 students its first year, 240 students in its second, and 270 in its third.
- Average daily attendance (ADA) is projected at 95%.

CAPITAL SOURCES

Ingenium Charter Middle School expects to be awarded a $525,000 Public Charter School Start-Up Grant. With this grant, Ingenium Charter Middle School will have adequate funds to open in 2013.

In addition, Ingenium Schools has a $100,000 line of credit from its bank, US Bank.

Ingenium Schools will apply for a revolving loan to support first year cash flow. Revolving loans are provided by the State in the amount of $250,000 for the first year of operation. Equal repayments are deducted annually from a school’s principle apportionment each year thereafter. If the Revolving Loan is not forthcoming, Ingenium Schools would advance Ingenium Charter Middle School start-up funds.

MAJOR EXPENSES

- **Personnel and Benefits:** Employees and employee benefits will make up over 55% of costs at Ingenium Charter Middle School. Average certificated teacher salaries will be $46,450 in the school’s first year of operation. All full time employees will be entitled to full medical and dental benefits. Certificated staff will participate in STRS.

- **Facilities:** Facilities use (“lease”) expense is based on Prop 39 facilities use expenses currently incurred by Ingenium Charter School.

- **CMO:** 5% of revenues will be paid each year to Ingenium Schools. Business services provider expense will be absorbed by Ingenium Schools.

- **Other Expenses:** Assumptions for other key expenses such as books, supplies, and other operating expenses are in line with the historical performance of other charter schools and the two existing Ingenium Schools campuses.

- **Reserve for Economic Uncertainty:** Ingenium Charter Middle School will maintain a reserve for economic uncertainty equivalent to 5% of expenditures.

MODEL SENSITIVITIES

Ingenium Charter Middle School’s budget is most sensitive to:

1) The amount of the principal apportionment.

2) Average Daily Attendance.
3) Certificated teacher salaries.
4) Facility costs.
Appendix K:
A Day in the Life of a Student
A DAY IN THE LIFE OF A SEVENTH GRADE STUDENT
AT INGENIUM CHARTER MIDDLE SCHOOL

(This scenario illustrates a day in the life of Miguel Saucedo, a fictional seventh grade student at Ingenium Charter Middle School Academy.)

At 8:30, when the school bell rings, I’m sitting quietly in my seat reading *Harry Potter and the Sorcerer’s Stone*. I have my pencil, homework, and Data Notebook on my desk. My first class is English.

Janice Cota, our Class Prefect, is entering the number of students who are sitting quietly and prepared to work in the class Data Notebook. When we started the year, some students arrived after the bell rang, were not reading, or did not have their materials out when the bell rang. As a class we agreed that we had to come to school on time and be prepared to learn because we were not achieving our goals and were in danger of not meeting our customer’s expectations. We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to—a donut party. We turned in our plan to the Principal, Ms. Bakeer, and explained to her that we are working to improve our attendance and level of preparedness when we arrive at school. Ms. Bakeer had been checking our attendance data and noticed that our class was struggling to arrive on time. She asked us to keep her informed of our progress.

We have our Data Notebooks out because it’s Monday—the day when we get the results back from our Friday assessments. Ms. Jarndyce, my English teacher, has a big smile on her face, so I know we did well. Our four Row Prefects hand out our scores as the Class Prefect (Janice) posts the class results on the wall.

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

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

We separated into four groups. Three of them read while Ms. Jarndyce worked with the group I am in (the one with the students who did not meet their reading goals) to help us improve our reading so that we will meet customer expectations.

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

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

NAME__________________________DATE_____________________

Please read columns and indicators, check appropriate boxes. Mark the number along the continuum with an X above the column that best identifies where you believe your district superintendent performs in each area.

**Leadership** – how well does the superintendent approach, guide, review and refine the art of leadership (Baldrige 1.1.1.2)

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<th>4</th>
<th>5</th>
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<tr>
<td><em>Occupied with routine matters of budget and facilities, etc.</em></td>
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<td><em>Rarely seeks new information</em></td>
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<td><em>Lack of vision, systems perspective, deployment skills, agility</em></td>
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<td><em>Handles routine matters</em></td>
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<td><em>Expressed concern for poor student achievement</em></td>
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<td><em>Scourns engage in dialogue with colleagues or stakeholders to ascertain needs</em></td>
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<td><em>Fails to enlist partners</em></td>
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<tr>
<td><em>Unlists support personnel to assist with routine tasks</em></td>
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<tr>
<td><em>Attempts to stay current by attending seminars, conferences, legislative briefings, journals, etc.</em></td>
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<tr>
<td><em>Conducts routine meetings with some staff and stakeholders</em></td>
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<td><em>Seeks means of additional revenue for the purpose of expanding projects, programs for student achievement</em></td>
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<td><em>Proactively researches trends in educational leadership, incorporates many ideas into plans</em></td>
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<td><em>Organizational activity is learning-centered</em></td>
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<td><em>Innovative and obtains additional revenue</em></td>
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<td><em>Applies current research and best strategies in moving all stakeholders through improvement process</em></td>
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<td><em>Realizes future needs with agility</em></td>
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<td><em>Shares knowledge, information, data, and resources consistently</em></td>
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<td><em>Recipient of grant and foundation funding</em></td>
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<td><em>Consistently articulates visionary leadership and district mission which is clear to all stakeholders</em></td>
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<td><em>Strategic planning is systematic and ongoing with stakeholder input</em></td>
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<td><em>Acknowledges, supports, values, and celebrates stakeholder involvement</em></td>
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<td><em>Possesses a keen focus on the future for results</em></td>
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<td><em>Expands the system beyond the primary organization</em></td>
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<td><em>Conducts an annual self-assessment</em></td>
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**Indicators all of which must be present for Level 6:**
- Current job descriptions are developed with and for employees for role clarification (date of creation or modification is evident)
- District calendar reflects meeting dates with stakeholder groups
- School board minutes demonstrate sustained vision through budget preparation, program implementation, stakeholder participation
- Awards/plaques/trophies are received for outstanding achievement
- Samples of communication (newsletters, narrative from radio spots, fliers) are archived and retrievable
- Past and present grant applications are recipient notifications are on file
- Travel logs/attendance sheets are maintained, indicating attendance at local, state, national workshops, conferences, professional associations with information summarized as to merit of experience and how it will benefit the district
- Frequent Executive summary document progress and are received by all stakeholders
Appendix N:
Employment Agreement

Employment Agreement For:

_________________________________________

Teacher
Between

Ingenium Schools

And
[Employee]

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Board of Trustees ("Board") of Ingenium Schools, the governing board for Ingenium Charter Middle School, a California public charter school approved by the Los Angeles Unified School District. The Ingenium Schools Board desires to hire employees who will assist Ingenium Charter Middle School’s Principal in achieving the goals and meeting the requirements of Ingenium Charter Middle School’s charter. The parties recognize that Ingenium Charter Middle School is not governed by the provisions of the California Education Code except as expressly set forth in ICS Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting the Principal in implementing the purposes, policies, and procedures of Ingenium Charter Middle School.

WHEREAS, Ingenium Charter Middle School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. Statutory Provisions Relating to Charter School Employment

1. Ingenium Charter Middle School has been established and operates pursuant to ICS Act of 1992, Education Code §47600, et seq. Ingenium Charter Middle School has been duly approved by the Los Angeles Unified School District. A copy of Ingenium Charter Middle School’s charter is attached hereto and fully incorporated by reference herein.

2. Pursuant to Education Code §47604, Ingenium Charter Middle School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq.

192
of the Corporations Code). As such, Ingenium Charter Middle School is considered a separate legal entity from the Los Angeles Unified School District, which granted the charter. The Los Angeles Unified School District shall not be liable for any debts and obligations of Ingenium Charter Middle School, and the employee signing below expressly recognizes that he/she is being employed by Ingenium Charter Middle School and not the Los Angeles Unified School District.

3. Pursuant to Education Code §47610, Ingenium Charter Middle School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code §47610.

4. Ingenium Charter Middle School shall be deemed the exclusive public school employer of the employees at Ingenium Charter Middle School for purposes of Government Code §3540.1.

B. Employment Terms and Conditions

1. Duties

   Employee will perform such duties as Ingenium Charter Middle School may reasonably assign and Employee will abide by all Ingenium Charter Middle School’s policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of Ingenium Charter Middle School’s charter.

   Employee duties may be amended from time to time in the sole discretion of Ingenium Charter Middle School. The employee will be employed as a Teacher with the following general duties:

2. Work Schedule

   The work schedule for this position shall be:

   Weekly work hours: 7:45-4:00

   Start/End Dates: 8/1/13 - 6/30/14

   Full or Part-Time: Full Time

   Work days for the Employee shall be consistent with the applicable calendar of work days for this position for an indefinite term until terminated in accordance with the provisions of this Agreement. Employment is at-will as specified in Section [C] below.

   Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Ingenium Charter Middle School.
3. **Compensation**

   The total compensation for the term of the contract will be $45,000 on an annualized basis, paid in either 10 or 12 monthly installments.

4. **Employee Benefits**

   Employee will be entitled to participate in designated employee benefit programs and plans established by Ingenium Charter Middle School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Ingenium Charter Middle School.

5. **Employee Rights**

   Employment rights and benefits for employment at Ingenium Charter Middle School shall only be as specified in this Employment Agreement, Ingenium Charter Middle School’s charter, the Charter Schools Act, and Ingenium Charter Middle School’s personnel policies, which from time to time may be amended and modified by Ingenium Charter Middle School. Employment rights and benefits may be affected by other applicable agreements, directives or advisories from the California Department of Education or the State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with the Ingenium Charter Middle School.

6. **Licensure**

   Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials.

7. **Child Abuse Reporting**

   California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

   By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code §11166 and will comply with its provisions.
C. *Employment At-Will*

Ingenium Charter Middle School may terminate this Agreement and Employee’s employment at any time with or without cause, with or without notice, at Ingenium Charter Middle School’s sole and unreviewable discretion. Either party may immediately terminate this Agreement and Ingenium Charter Middle School’s employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Ingenium Charter Middle School. No one other than the Board of Ingenium Schools has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Ingenium Schools and by the affected employee and must specifically state the intention to alter this “at-will” relationship.

Without impacting the at-will nature of the employment relationship, Ingenium Charter Middle School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with Ingenium Charter Middle School’s policy on Evaluation/Reviews.

D. *General Provisions*

1. *Waiver of Breach*

   The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. *Assignment*

   The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. *Governing Law*

   This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.
4. *Partial Invalidity*

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

**E. Acceptance of Employment**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Ingenium Charter Middle School on the terms specified herein.
2. All information I have provided to Ingenium Charter Middle School related to my employment is true and accurate.
3. A copy of the charter is attached hereto.
4. This is the entire agreement between Ingenium Charter Middle School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

*Employee Signature: __________________________  Date: ________________*

*Address: __________________________

*Telephone: ________________  Social Security Number: __________________________

Ingenium Charter Middle School Approval:

________________________________________

________________________________________

Authorized Ingenium Charter Middle School Representative
This Employment Agreement is subject to ratification and approval by the Governing Board of Ingenium Schools.