



VIEW PARK PREPARATORY ACCELERATED CHARTER MIDDLE SCHOOL

**Charter Renewal Petition
For a Five Year Term
(July 1, 2017 to June 30, 2022)**

Submitted October 21, 2016 to:

**Los Angeles Unified School District
Board of Education**

TABLE OF CONTENTS

AFFIRMATIONS AND ASSURANCES	6
ELEMENT 1 – THE EDUCATIONAL PROGRAM	8
GENERAL INFORMATION.....	8
<u>GENERAL INFORMATION TABLE.....</u>	<u>8</u>
COMMUNITY NEED FOR CHARTER SCHOOL.....	9
<u>SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS</u>	<u>10</u>
<u>SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM</u>	<u>28</u>
<u>SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT</u> <u>POPULATION</u>	<u>29</u>
<u>AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY WILL BE IMPROVED IN THE NEW</u> <u>CHARTER TERM</u>	<u>30</u>
STUDENT POPULATION TO BE SERVED	32
<u>TARGET POPULATION</u>	<u>32</u>
<u>ENROLLMENT PLAN.....</u>	<u>32</u>
GOALS AND PHILOSOPHY.....	33
<u>MISSION AND VISION</u>	<u>33</u>
<u>AN “EDUCATED PERSON” IN THE 21ST CENTURY</u>	<u>33</u>
<u>HOW LEARNING BEST OCCURS</u>	<u>34</u>
<u>GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG</u> <u>LEARNERS</u>	<u>36</u>
<u>THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)</u>	<u>36</u>
INSTRUCTIONAL DESIGN	40
<u>CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND</u> <u>RESEARCH</u>	<u>40</u>
<u>CURRICULUM</u>	<u>45</u>
<u>INNOVATIVE CURRICULAR COMPONENTS.....</u>	<u>47</u>
<u>INTERVENTION AND ENRICHMENT PROGRAMS.....</u>	<u>47</u>
<u>CURRICULAR AND INSTRUCTIONAL MATERIALS</u>	<u>48</u>
<u>COMPREHENSIVE COURSE LIST.....</u>	<u>48</u>
<u>INSTRUCTIONAL METHODS AND STRATEGIES.....</u>	<u>48</u>

<u>HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS</u>	<u>50</u>
<u>HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY</u>	<u>50</u>
ACADEMIC CALENDAR AND SCHEDULES.....	51
<u>ACADEMIC CALENDAR</u>	<u>51</u>
<u>SAMPLE DAILY SCHEDULE</u>	<u>52</u>
<u>INSTRUCTIONAL DAYS AND MINUTES</u>	<u>56</u>
<u>EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.....</u>	<u>56</u>
TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT	56
<u>TEACHER RECRUITMENT</u>	<u>56</u>
<u>PROFESSIONAL DEVELOPMENT.....</u>	<u>57</u>
MEETING THE NEEDS OF ALL STUDENTS.....	59
<u>STUDENT SUCCESS TEAM.....</u>	<u>59</u>
<u>ENGLISH LEARNERS</u>	<u>61</u>
<u>GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL.....</u>	<u>71</u>
<u>STUDENTS ACHIEVING BELOW GRADE LEVEL</u>	<u>72</u>
<u>SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS</u>	<u>74</u>
<u>STUDENTS WITH DISABILITIES</u>	<u>74</u>
<u>STUDENTS IN OTHER SUBGROUPS.....</u>	<u>76</u>
A TYPICAL DAY	76
 ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND	ELEMENT
3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE	
MEASURED	80
MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM	80
MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE	
TARGETS.....	81
METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE	
ASSESSMENT	81
DATA ANALYSIS AND REPORTING	84
GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION.....	84
<u>PROMOTION AND RETENTION POLICY.....</u>	<u>86</u>
 ELEMENT 4 – GOVERNANCE	87

GOVERNANCE STRUCTURE.....	90
<u>ORGANIZATIONAL CHART</u>	<u>90</u>
<u>MAJOR ROLES AND RESPONSIBILITIES</u>	<u>92</u>
GOVERNING BOARD COMPOSITION AND MEMBER SELECTION	94
GOVERNANCE PROCEDURES AND OPERATIONS	95
STAKEHOLDER INVOLVEMENT	96
 ELEMENT 5 – EMPLOYEE QUALIFICATIONS	 99
EMPLOYEE POSITIONS AND QUALIFICATIONS	99
<u>CMO ACADEMIC LEADERSHIP STAFF</u>	<u>100</u>
<u>SCHOOL SITE STAFF.....</u>	<u>105</u>
 ELEMENT 6 – HEALTH AND SAFETY PROCEDURES	 115
CUSTODIAN OF RECORDS	116
STUDENT HEALTH AND WELLNESS.....	117
 ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	 118
 ELEMENT 8 – ADMISSION REQUIREMENTS	 121
ADMISSION REQUIREMENTS	ERROR! BOOKMARK NOT DEFINED.
LOTTERY PREFERENCES AND PROCEDURES	ERROR! BOOKMARK NOT DEFINED.
 ELEMENT 9 – ANNUAL FINANCIAL AUDITS.....	 125
ANNUAL AUDIT PROCEDURES	125
<u>AUDITOR SELECTION AND QUALIFICATION PROCESS</u>	<u>126</u>
 ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES	 127
SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM	ERROR! BOOKMARK NOT DEFINED.
ICEF’S SUSPENSION AND EXPULSION POLICY	ERROR! BOOKMARK NOT DEFINED.
GROUND’S FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION.....	ERROR! BOOKMARK NOT DEFINED.
<u>ENUMERATED OFFENSES</u>	<u>ERROR! BOOKMARK NOT DEFINED.</u>
<u>IN-SCHOOL SUSPENSION</u>	<u>ERROR! BOOKMARK NOT DEFINED.</u>
AUTHORITY TO SUSPEND AND EXPEL STUDENTS...ERROR! BOOKMARK NOT DEFINED.	

SUSPENSION PROCEDURES	ERROR! BOOKMARK NOT DEFINED.
<u>RIGHT TO APPEAL</u>	<u>ERROR! BOOKMARK NOT DEFINED.</u>
EXPULSION PROCEDURES	ERROR! BOOKMARK NOT DEFINED.
SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES	ERROR! BOOKMARK NOT DEFINED.
DISCIPLINARY RECORDS	ERROR! BOOKMARK NOT DEFINED.
SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES	ERROR! BOOKMARK NOT DEFINED.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS	148
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	150
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES	151
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION	152
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	154
ADDITIONAL PROVISIONS.....	161

AFFIRMATIONS AND ASSURANCES

View Park Preparatory Accelerated Charter Middle School (also referred to herein as “View Park Prep,” “VPPA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

GENERAL INFORMATION TABLE

GENERAL INFORMATION	
The contact person for Charter School is:	James Waller ICEF Vice President of Secondary Student Achievement
The contact address for Charter School is:	<i>School Site:</i> 5311 Crenshaw Blvd. Los Angeles, CA 90043 <i>ICEF Home Office:</i> 5120 Goldleaf Circle, Suite 350 Los Angeles, CA 90056
The contact phone number for Charter School is:	(323) 290-6970
The proposed address or target community of Charter School is:	5311 Crenshaw Blvd. Los Angeles, CA 90043
This location is in LAUSD Board District:	1
This location is in LAUSD Local District:	West
The grade configuration of Charter School is:	6-8
The number of students in the first year will be:	445
The grade level(s) of the students in the first year will be:	6-8
Charter School’s scheduled first day of instruction in 2016-17 is:	August 21, 2017
The enrollment capacity is:	450

(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:30 – 3:30
The term of this charter shall be from:	July 1, 2017 to June 30, 2022

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

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

COMMUNITY NEED FOR CHARTER SCHOOL

View Park Preparatory Accelerated Charter Middle School (VPPA) originally opened in 2002 after being approved by the Los Angeles Unified School District (LAUSD or District). VPPA currently serves approximately 445 students in grades 6-8: 84% of our students qualify for Free or Reduce-Price Lunch (FRPL), 96% are African American, 3% are Hispanic/Latino, 1% are English Learners (ELs), and 10% qualify for special education (SpEd).

VPPA is located in the View Park-Windsor Hills neighborhood of South LA. According to the *L.A. Times* Neighborhood Mapping profile, this predominantly African American neighborhood has higher-than-average educational attainment (45% of residents over 25 have a four-year college degree) for the South LA area, with a broad income range in the community.

(<http://maps.latimes.com/neighborhoods/neighborhood/view-park-windsor-hills/?lat=33.9929545&q=View+Park-Windsor+Hills%2C+CA%2C+USA&lng=-118.3491169>) While crime rates in the 1.8 square mile View Park-Windsor Hills neighborhood are better than some other areas of South LA (the community ranks 68th in violent crimes and 90th in property crimes over the most recent 6 month period, out of 209 different neighborhoods tracked by the Times), the neighboring communities are among the highest crime rates in Los Angeles: Over six months from February to August 2016 – approximately 180 days – Leimart Park ranked 9th/209 communities for violent crimes (including two homicides, 7 rapes, 58 aggravated assaults and 56 robberies in just a 1.19 square mile area) and 12th/209 for property crimes (including burglary, theft, auto theft and theft from a vehicle); Baldwin Hills/Crenshaw ranked 19th/209 violent crimes (including four homicides, 8 rapes, 109 aggravated assaults and 96 robberies) and 10th/209 for property crimes. (Ibid.) The other neighboring communities present similar sobering statistics.

Our scholars experience challenges in their daily lives that many of us living in the same city cannot imagine: violence and other crimes near or even in their homes, family unemployment, poverty, food instability, gang-involvement, teen pregnancy, substance abuse and more. These students arrive at VPPA typically several grade levels behind.

VPPA is one of nine schools in Los Angeles County operated by Inner City Education Foundation (“ICEF”), educating nearly 3,500 students in grades TK through 12. ICEF was one of the first charter school management organizations in Los Angeles and has become a leader in raising to competitive levels the achievement of African-American and Latino/Hispanic students in the State of California. ICEF focuses on providing a college-ready model that includes a unique 3 A’s approach in ACADEMICS, ARTS and ATHLETICS; these opportunities greatly enrich the lives of our students and prepare them for success in a diverse society. ICEF’s goal is for each scholar to not only attend, compete, and graduate from a top college or university, but also effect change as leaders within the communities they will live and serve.

SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

While VPPA has experienced many challenges over the past four years, it has exhibited strong performance on many measures, including a 2013 “Similar Schools” ranking from the California Department of Education of “10” – meaning it was one of the top ten percent of schools across California serving a similar student population. As detailed further below, as VPPA and the other ICEF schools weathered a much-publicized CMO-level financial crisis (which has now been fully mitigated by new organizational leadership, with strong financials and sound fiscal practices across the CMO), VPPA endured leadership changes and significant teacher turnover. While earlier in its history, VPPA enrolled a significant number of students in 6th grade who had matriculated from View Park Preparatory Accelerated Elementary School (VPPAES), in 2013-14, VPPA middle grades students were moved to a Prop 39 co-location at Crenshaw HS. This impacted enrollment, and represented a significant shift in school culture as the overwhelming majority of incoming students had not previously attended an ICEF school. As of 2016-17, we are thrilled that VPPA and VPPAES are now both housed in a beautiful new \$20 million facility, built from the ground up. Already we have seen an impact on the middle school’s enrollment: more than 50% of the current 6th graders previously attended VPPAES, compared to fewer than 10% of our 7th and 8th graders. VPPA also has a strong new school leader effective this year, who is working in close collaboration with the VPPAES School Principal.

Over the last three years, ICEF and VPPA have engaged in a multi-faceted effort that is generating dramatic improvements across the school. While each of these points is addressed in considerable detail throughout this petition, we highlight the recent changes here that are helping to build upward momentum at the school:

- ☐ **ICEF LEADERSHIP:** Starting in June 2011, significant changes have been made in leadership positions at all levels of the organization.
 - **Chief Executive Officer, Parker Hudnut:** Mr. Hudnut has guided ICEF from bankruptcy to financial strength and refocused organizational culture on instructional and operational excellence. Prior to ICEF, Mr. Hudnut served as Executive Director of Innovation & Charter Schools at LAUSD, where he was responsible for supporting and holding accountable a portfolio of over 200 schools educating more than 100,000 students. Mr. Hudnut also oversaw the implementation of the District’s Public School Choice Resolution, a

competitive public process that annually transformed low performing schools into more autonomous, highly accountable schools focused on student achievement. Previously, Mr. Hudnut was the first COO/CFO for Alliance for College-Ready Public Schools, one of Los Angeles' most prominent CMOs. Mr. Hudnut holds an MBA from the Wharton School of Business, where he was a Leadership Fellow and was awarded a Morgenthau fellowship for dedication to public service. He earned his BA in Environmental Science from the University of Virginia. He was also an Aspen-Pahara Fellow and a resident in the Broad Residency in Urban Education.

- **Chief Schools Officer, Ryan Gomez:** As the Chief Schools Officer, Mr. Gomez oversees all schools as well as the Aspiring Administrators Program and afterschool program. Additionally he supports the managing of school site based budgets, operations, and Title I, II, III programs. Prior to serving as the CSO to ICEF, Ryan was the principal for ICEF Vista Elementary and Middle School. During his tenure the school was awarded two California Distinguished Awards and a Title I Achievement award. Before becoming the principal, Mr. Gomez served as a math and science teacher for ICEF. He has experience as an Assistant Principal, over eight years of K-8 teaching experience within ICEF, KIPP, Lennox School District. He holds a Bachelor's Degree and Master's in Education from the California State University, Fullerton and is currently in the process of pursuing his Doctorate.
- **Vice President of Secondary Student Achievement, James Waller:** Hired in summer 2016, Mr. Waller oversees the View Park family of schools (elementary, middle and high school), ICEF Inglewood Middle School and athletics. Before joining ICEF, he served as principal of Alliance Gertz-Ressler High School, where he led the school to winning the National Blue Ribbon Schools Award in 2011 along with many other accolades during his 8-year tenure. Mr. Waller served as history and ESL teacher as well as a literacy coach at Foshay Learning Center before moving to the Alliance as assistant principal for Ouchi High School. He has served South Los Angeles students for 20 years. He holds a Bachelor's Degree from the University of Southern California, and a Master's Degree in Educational Administration from California State University, Dominguez Hills.
- **Director of Teacher Effectiveness, John Knight:** Mr. Knight provides support to ICEF Principals and Instructional Specialists in implementing the Teacher Effectiveness Framework, along with professional development of all instructional staff and certification of teacher observers. Prior to ICEF, Mr. Knight worked as both a Social Studies teacher and an English teacher in middle and high schools in Georgia and California. He joined ICEF in 2008 as a high school Social Studies teacher at Thurgood Marshall High School. Soon after, Thurgood Marshall merged with Frederick Douglass High School, where he served for six years. While at Frederick Douglass, he worked as a Social Studies teacher, a cadre leader, a leadership team member, and in his last two years at the school as the Instructional Specialist. During his time with Frederick Douglass, he also worked for Teach For America during their Summer Institute, as a coach for incoming core members. Mr. Knight holds a BA in American Studies from Oglethorpe University and an MEd from the University of Georgia. He is currently studying to earn his Administrative credential at California State University, Dominguez Hills.
- **Director of Secondary Literacy, Nimat Jones:** This position, originally established in 2013 as the Director of Common Core and Literacy, is focused exclusively on supporting the shifts in Common Core Literacy Instruction and strengthening secondary literacy instruction across all content areas. Ms. Jones has over 13 years experience with

education reform including organization strategic change, instruction, curriculum development and implementation, data and assessment, and professional development. During her career, Ms. Jones has worked with many successful organizations, including public and charter districts and nonprofit institutions, to facilitate their achievement of successful literacy initiative outcomes. She holds a Bachelors of Arts in American Literature and Culture from UCLA and a Masters of Fine Arts in Screenwriting from University of Miami.

- **Director of Math and Science, David Vaezazizi:** Mr. Vaezazizi is responsible for providing professional development and strengthening math instruction, including implementation of the Springboard curriculum and uniform benchmark assessments across ICEF schools. Mr. Vaezazizi has over five years of teaching experience working at a high need inner city charter school where he was department chair with an emphasis on vertical alignment and academic language development between grades 9-12. Mr. Vaezazizi is a graduate in theoretical mathematics from UCI with a teaching and administration credential from CSUDH specializing in inner city education.
- **Director of Equity, AyEsha McLaughlin:** This newly created position is focused on supervising and coordinating programs pertaining to psychological, counseling and student services. Ms. McLaughlin, the former principal of ICEF Lou Danzler Preparatory Middle School, has a strong record of focus on academic achievement and school climate. Before joining ICEF, Ms. McLaughlin was assistant principal for Aspire Centennial College Preparatory Academy, where she planned and led intervention programs including leading the Student Success Team (SST) and serving as the 504 Coordinator; facilitated weekly and bi-weekly teacher check-ins and engaged in TCRP Teacher Observations to enhance teacher effectiveness; managed campus safety; and developed and implemented a middle school sports program. Before becoming an educator, McLaughlin served as Safety Services Communications Operator for the Culver City Police Department, acting as a liaison between multiple inter-jurisdictional law enforcement agencies and departments to support safety initiatives. McLaughlin earned her undergraduate degree at California State University, Dominguez Hills, and her Master of Education: K-12 Leadership at the University of Southern California.

☐ **SCHOOL SITE LEADERSHIP:**

- **School Principal, Dr. Tammarra Lewis:** Dr. Lewis became the new VPPA Principal for 2016-17, after serving as Interim Assistant Principal for the school starting on February 23, 2016. Previously, she was CEO of Fortunes Educational Consultants and founder of the STEP-UP Initiative, a community and youth program in St. Louis, MO. Dr. Lewis has worked as an educator for 20 years in the capacities of Principal, Interim Assistant Director, Consultant, Instructional Specialist, Teaching and Learning Coach, Site Coordinator and classroom teacher. She holds a Doctorate in Educational Leadership, a Master's Degree in Education Administration and a Bachelor of Science Degree in Education. In addition, Dr. Lewis attended St. Louis University Law School and interned at the St. Louis Prosecuting Attorney's Office.
- **School Operations Manager, Traci Moss-Ford:** Ms. Ford joined the ICEF Public Schools family in 2007 at Frederick Douglas High School as an Office Assistant. After one year there she moved to View Park Prep Middle School to serve as an Office Assistant/Parent Liaison and now our School Operations Manager.

- The school's Leadership Team previously was expanded in 2014-15 with a full-time Instructional Specialist (responsible for teacher coaching and PD), and Teacher Leaders (one per grade level responsible for leading the team of teachers in analyzing data and implementing best practices in instruction).

☐ **TEACHER HIRING, EVALUATION AND RETENTION:** ICEF has implemented “best in class” network-wide practices:

- A rigorous and robust hiring process now includes a comprehensive interview and demonstration lesson, evaluated with a consistent metric;
- The ICEF **Teacher Effectiveness Framework** (TEF), based on Danielson's Framework for Effective Teaching, has now been implemented across all school sites including VPPA. The VPPA Leadership Team, with assistance from the ICEF Home Office Instructional Team, use the TEF to determine areas for teacher growth and professional development. An online observational tool is used to conduct classroom observations and data is then disaggregated to determine areas of need. Teachers are assessed across Five Domains: (1) Data Driven Planning and Assessment, (2) Classroom Learning Environment, (3) Instruction, (4) Professional Responsibilities, and (5) Partnerships, Family and Community. Teachers are assessed using multiple measures which include an overall rating on the Framework, as well as differentiated goals through their Professional Learning Plan. Final ratings on the TEF determine whether or not a teacher is recommended for rehire.
- The Framework includes 8 Informal Observations and 2 Formal Observations annually for all teachers;
- The School Principal observes every classroom at least 3 times/week for a minimum of 10 minutes in each class, and provides written feedback using the ICEF Teacher Effectiveness Framework;
- Only teachers who rate “Effective” or “Highly Effective” receive an offer letter for employment for the following school year.

☐ **CONSISTENT INSTRUCTIONAL AND ASSESSMENT PRACTICES:** While in the past, VPPA operated more independently from its sister schools, over the past two years in particular, CMO leaders have worked to ensure that each school in the network benefits from “best practices.” A new focus on network-wide practices is designed to support teacher effectiveness, instructional quality and increase fidelity across school sites and classrooms within each campus, including:

- adopting CCSS-aligned Springboard Curriculum in 2014-15 in all ELA and Math classes. This Common Core-aligned, rigorous curriculum was designed by the College Board to seamlessly integrate college preparatory skills and knowledge in secondary school.
- implementing the Targeted Group Structures (formerly called the Concentric Circles Model), in which teachers deliver instruction through a group structures model with a Collaborative Group (students in pairs or doing group work), and Independent Group, and a Direct Instruction Group (led by the teacher).
- lesson-planning support to teachers from the school site Leadership Team by leading weekly lesson planning meetings and/or providing lesson plan feedback.
- requiring teachers to post daily agendas, standards and objectives in class each day, as well as schoolwide and classroom expectations and other data.
- revising the Master Schedule to maximize instructional minutes in Core Content Areas and provide dedicated instructional time for Intervention and Advisory.

- Implementing a robust Response to Intervention program, where data analysis is utilized to implement Tier 1, Tier 2 and as needed, Tier 3 interventions for students.
- Starting 2016/17, implementing NWEA MAPs benchmark assessments. While ICEF piloted an in-house Benchmark Assessment system aligned to new California Common Core State Standards (CCSS), ultimately ICEF leadership determined that nationally normed benchmarks would be more meaningful and effective in helping improve instructional quality and student outcomes, thus starting this year, we have transitioned to MAPs.
- Implementing Cycles of Inquiry, consisting of scheduled Interim Assessments measuring pre- and post-instruction, followed by a Team Data Talk.
- Implementing iReady Lexile Reading Achievement program at 6 week intervals to monitor Lexile Levels, and Achieve 3000 to supplementing students' reading Lexile levels through digital high interest articles.
- Implementing Data Wall displays in all classrooms that exhibits classroom performance on Benchmark Assessments, Interim Assessments, and Lexile Reading Levels.
- Engaging in intensive data analysis by CMO leaders, the school site's Leadership Team, Teacher Leaders and all faculty on a daily and weekly basis, looking at individual student mastery of standards-aligned skills and growth over time, as well as subgroup, classroom/teacher, grade level and whole school data to help drive both professional coaching of teachers as well as instructional decisions in each classroom. During these ICEF wide assessment intervals, ICEF teachers meet in grade-level and content area groups to disaggregate the data and determine instructional best practices as a whole and for each subgroup of students. These meetings take place at the three times a year Pupil Free Data Days, and monthly during the ICEF wide Cadre Days, which take place on one early dismissal day each month.

☐ **INTENSIVE PROFESSIONAL DEVELOPMENT AND COACHING** is now in place, including:

- VPPA Leadership Team (which includes the School Principal, Teacher Leaders and School Operations Manager), participate in a one-week ICEF Summer Leadership Retreat focusing on ICEF Instructional Elements, ICEF Assessment System and mandatory ICEF programs;
- VPPA Leadership Team receive intensive training regarding the ICEF Teacher Effectiveness Framework and became certified observers in this new scoring and evaluation program;
- The VPPA School Principal participates in a one-week Leadership Bootcamp focused on instructional leadership and supporting teachers in becoming Effective or Highly Effective under the ICEF Teacher Effectiveness Framework;
- The Leadership Team and all VPPA faculty participate in a week-long ICEF Instructional Institute in August to understand academic and behavioral expectations of the ICEF Instructional Elements, followed by a week-long ICEF Back to School Retreat, focused on school culture (including consistent student behavior expectations), staff climate, and academics;
- Bi-monthly on-site professional development is conducted by the School Principal, Instructional Specialist, Leadership Team and other experts focuses on CCSS, instructional practices and Teacher Effectiveness;
- Monthly Cadre Meetings for teachers to meet with role-alike colleagues across ICEF to analyze data and share best practices in instruction;
- Weekly School Principal coaching from ICEF's Chief of Schools/or Vice President of Secondary Student Achievement for Leadership and School Support;

- Monthly Professional Development Workshops for the Principal and Instructional Specialist to focus on leadership and improving teaching and learning outcomes.

□ **STAKEHOLDER ENGAGEMENT PRACTICES** similarly have undergone significant changes:

- All school stakeholders (teachers, staff, students and parents) are being asked to complete surveys and participate in focus groups to discuss stakeholders’ values, beliefs and perceptions about the school (strengths, weaknesses, challenges and visions of excellence); the Home Office Academic Team and VPPA Leadership Team will review the data collected to inform ongoing efforts at the school.
- VPPA’s School Principal communicates with all teachers and staff via a weekly newsletter;
- The VPPA School Principal holds monthly Coffees with the Principal to solicit feedback on the educational program and engage families on current campus updates;
- The school provides regular and meaningful communication to all families and students via the school website, weekly newsletters from the school and from teachers, Blackboard phone calls and other online/paper communications;
- The VPPA School Principal now maintains an “Open Door Policy” for all staff, families, students and community members in order to collect regular feedback and maintain a close pulse of the school.

These and myriad other successful policies and practices are described in detail throughout this petition.

Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years “shall” meet at least one of the minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal: **VPPA meets and exceeds all four applicable criteria for renewal** under section 47607(b). Additionally, VPPA meets the new criteria for renewal under section 52052(e)(4)(C).

- 1. VPPA attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.**

Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	784	Yes	Yes
2012	776	No	No
2011	789	No	No

Source: api.cde.ca.gov.

VPPA meets this criteria: in 2013, the “prior year” for this criteria, VPPA met both its schoolwide growth target and all subgroup growth targets, with an API score of 784; in 2011, VPPA met neither the schoolwide nor the subgroup growth targets. While VPPA lost API points in 2012, it rebounded in 2013 and, as indicated below, wound up in the top ten percent of schools in California serving a similar student population.

2. **VPPA ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.**

Year	Statewide Rank
2013	5
2012	4
2011	6

VPPA achieved a Statewide decile rank of “5” in 2013 and ranked 4-6 in each of the last three years, thus it meets this criteria. (As detailed below, the 2013 state ranking was higher than all fourteen comparison “Resident Schools” LAUSD’s Charter Schools Division has asked that we compare to VPPA’s performance.)

3. **VPPA ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.**

Year	Similar Schools Rank
2013	10
2012	6
2011	9

VPPA achieved a 2013 similar schools rank of “10” -- the highest possible ranking -- and ranked “6” and “9” respectively in the prior two years, thus meeting this criteria. (Again, as detailed below, the 2013 similar schools ranking was higher than all fourteen comparison “Resident Schools” LAUSD’s Charter Schools Division has asked that we compare to VPPA’s performance.)

4. **VPPA’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data;(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

Furthermore, LAUSD’s *Independent Charter School Renewal Petition Application Guide for 2015 – 2016*” provides guidelines about the “holistic” approach the Charter Schools Division employs in evaluating charter school renewal petitions, noting, “Consistent with CDE guidance, during the two-year suspension of API calculation, the CSD will employ the three options provided in AB 484 to support determination of a school’s increases in student academic achievement: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; and (c) alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant student groups. (Ed. Code § 52052(e)(4).)”

The following details the academic performance measures of VPPA’s performance over the current charter term. We include comparisons with the fourteen “Resident Schools” identified by LAUSD’s Charter Schools Division (CSD).

API DATA

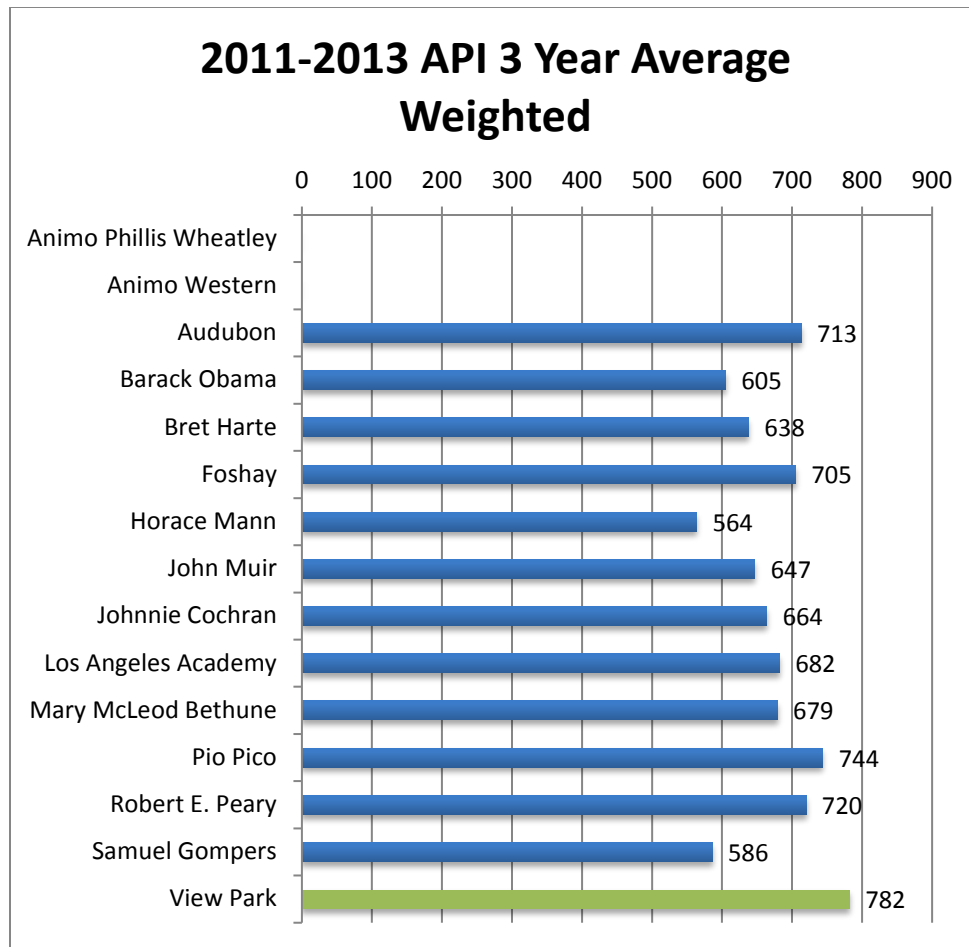
VPPA’s 2013 API data outperforms all fourteen Resident Schools across four different comparisons:

First, the 2013 Growth API score of 784 was higher than all fourteen Resident Schools’ 2013 API scores:

	2013 Growth API
Animo Phillis Wheatley	629
Animo Western	694
Audubon	696
Barack Obama	620
Bret Harte	656
Foshay	719
Horace Mann	574
John Muir	687
Johnnie Cochran	666
Los Angeles Academy	708
Mary McLeod Bethune	685
Pio Pico	743
Robert E. Peary	720
Samuel Gompers	607
View Park	784

Source: cde.ca.gov/Dataquest (2013 API Reports).

Second, VPPA’s 3-year Weighted API Average (2011-2013) of 782 was higher than all fourteen Resident Schools:



Source: cde.ca.gov/Dataquest (2013 3-Year Weighted Average API).

VPPA is rather unique within LAUSD in serving such a high percentage of African American students. We have identified 50 LAUSD schools serving middle grades listed within the CDE enrollment by school site database that have 100 or more African American students – many of these including magnet programs that draw enrollment from a broader geographic area. **VPPA’s 2013 3-Year Weighted API of 782 is higher than all but 13 of these schools.** (cde.ca.gov/Dataquest (2013 3-Year Weighted Average API)).

Third, and fourth, VPPA’s 2013 state and similar schools ranking were higher than all fourteen Resident Schools. Ten of the fourteen Resident Schools also had a 2013 API statewide rank of “1” – the other four were ranked “2” or “3”; five of these schools had a similar schools rank that was “1” or “2.”

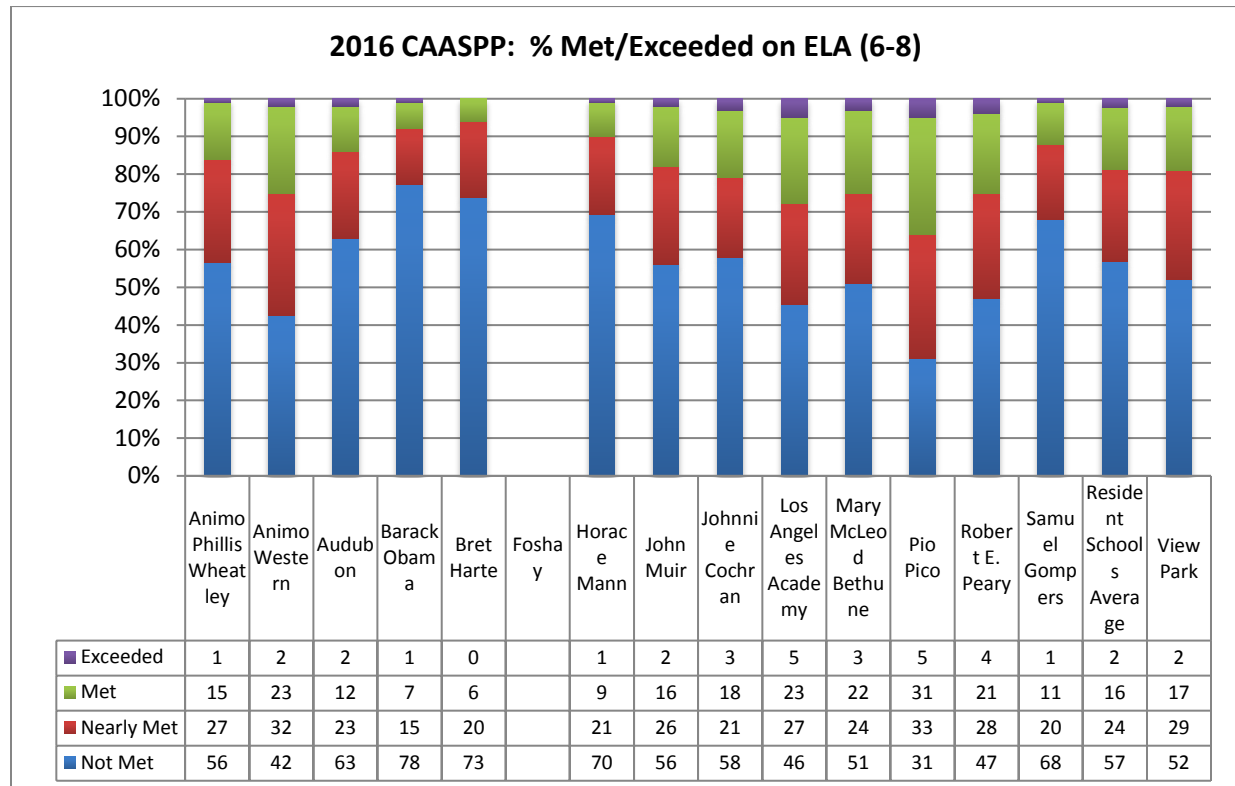
	2013 API Statewide Rank	2013 API Similar Schools Rank
Animo Phillis Wheatley	1	2
Animo Western	1	6
Audubon	1	6

Barack Obama	1	1
Bret Harte	1	4
Foshay	2	2
Horace Mann	1	1
John Muir	1	5
Johnnie Cochran	1	4
Los Angeles Academy	2	7
Mary McLeod Bethune	1	5
Pio Pico	3	8
Robert E. Peary	2	4
Samuel Gompers	1	1
View Park	5	10

Source: cde.ca.gov/Dataquest (2013 3-Year Weighted Average API).

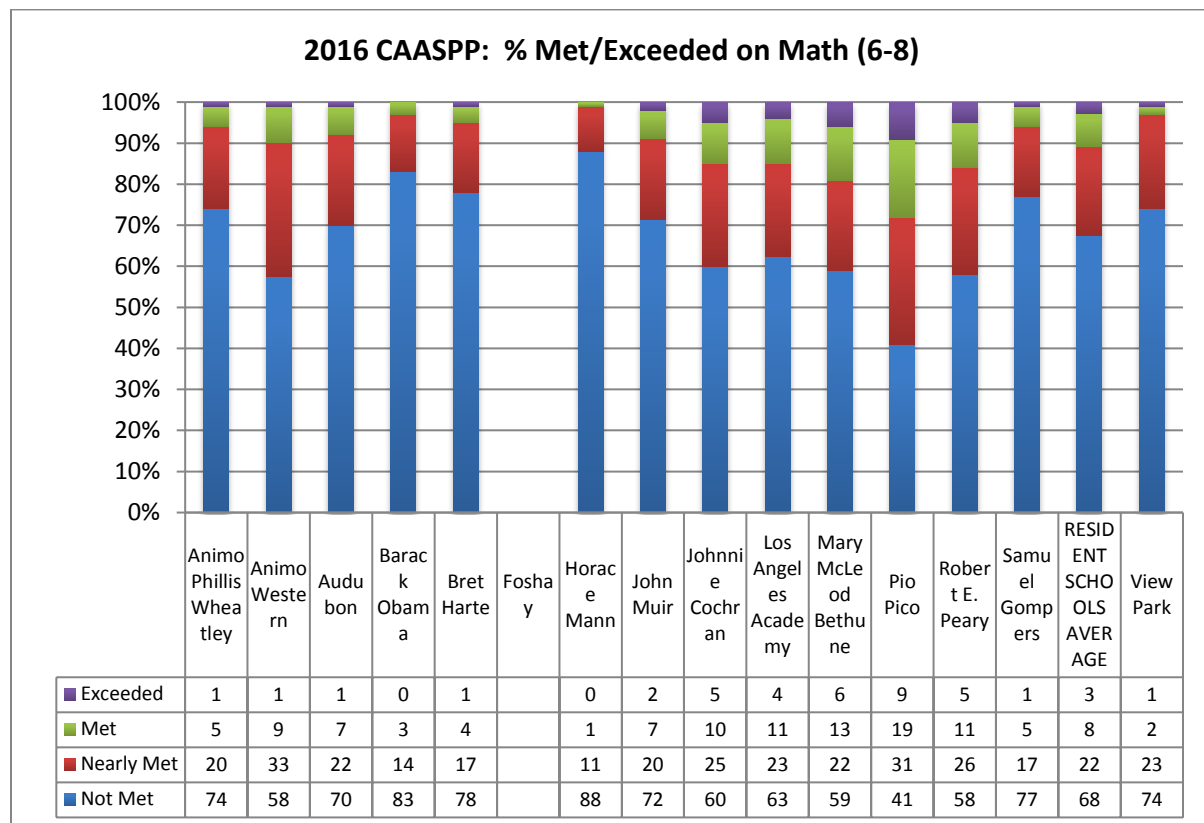
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The results from the new, more complex CAASPP reveal that while there is significant room for growth, there are some areas of promise. It is clear that VPPA's resident comparison schools are struggling as well. On the 2016 CAASPP in ELA, 19% of VPPA's 6-8th graders Met/Exceeded standards, compared to a range of 6%-36% at the Resident Schools, with an average across the 14 Resident Schools of 18%. VPPA's performance is very consistent with the averages, though with more students in the Nearly Met category and fewer in Not Met.



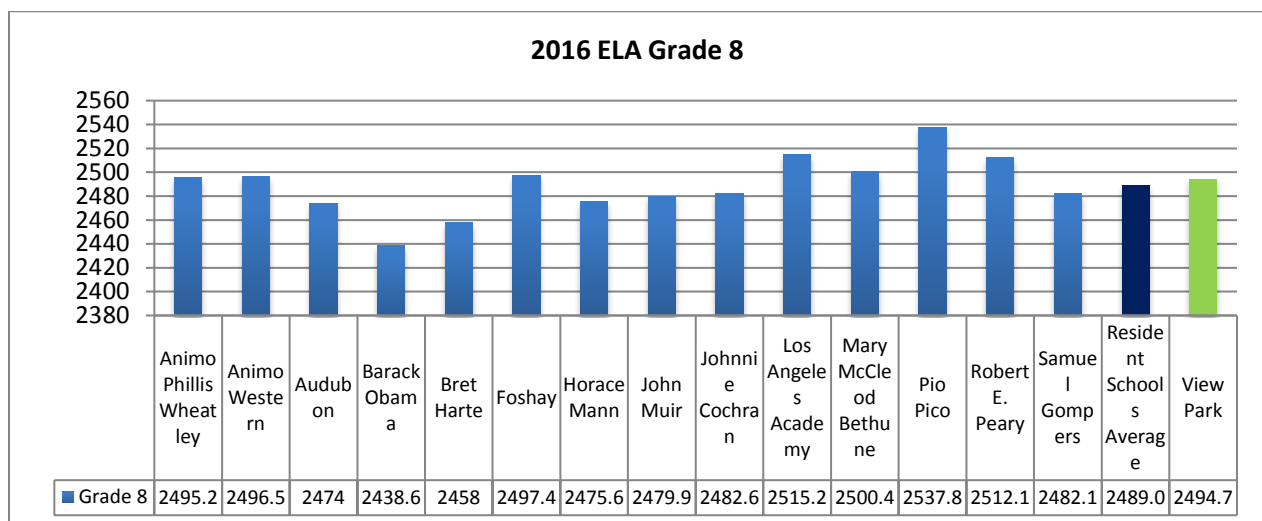
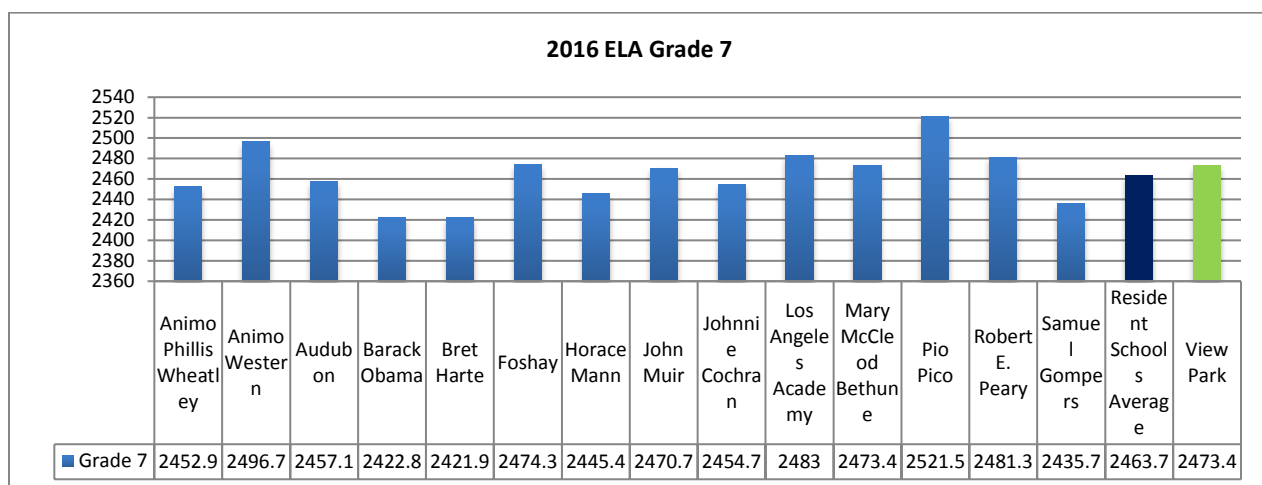
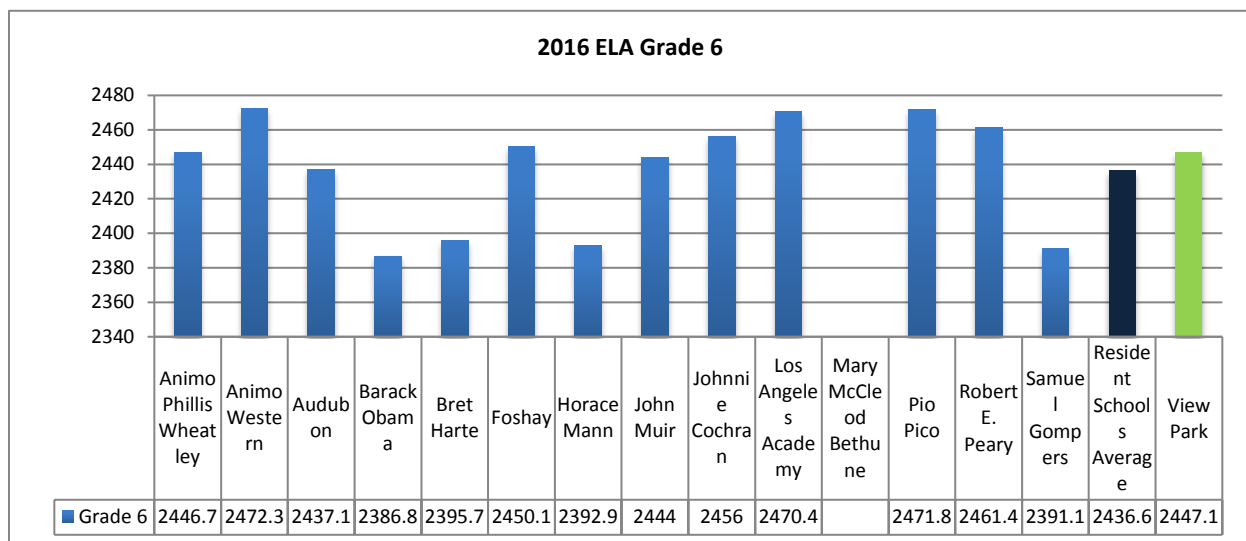
Source: <http://caaspp.cde.ca.gov/SB2016/SearchCAA>

In Math, our students struggled, with just 3% Met/Exceeded, compared to a range of 1%-28% at the Resident Schools, with an average of 11%.

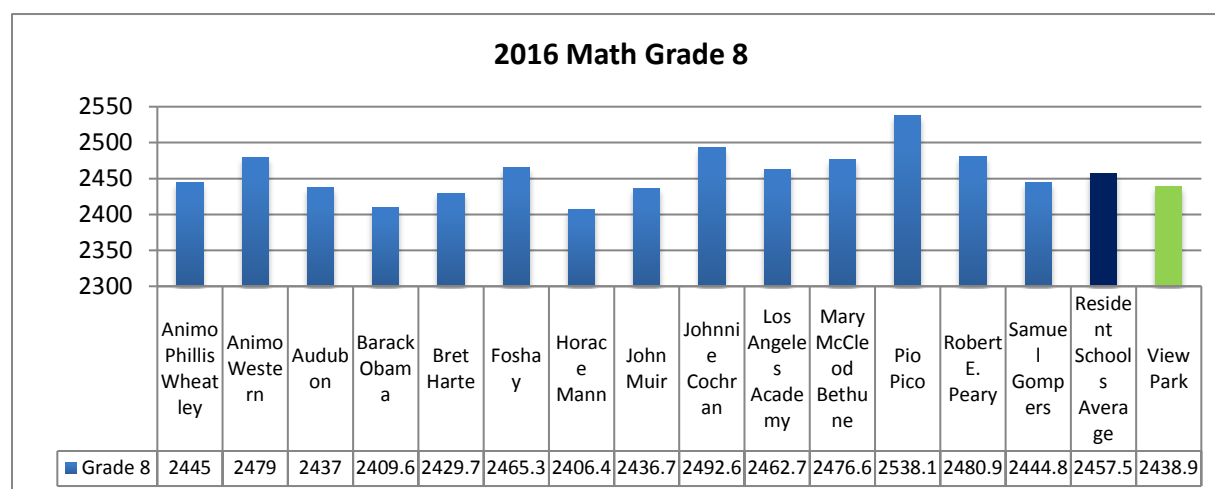
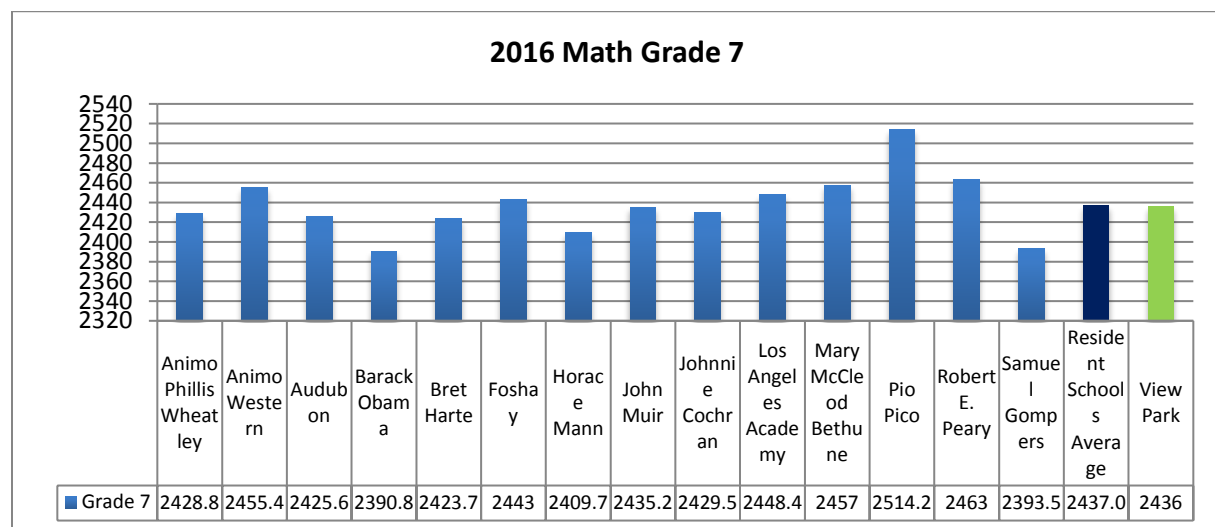
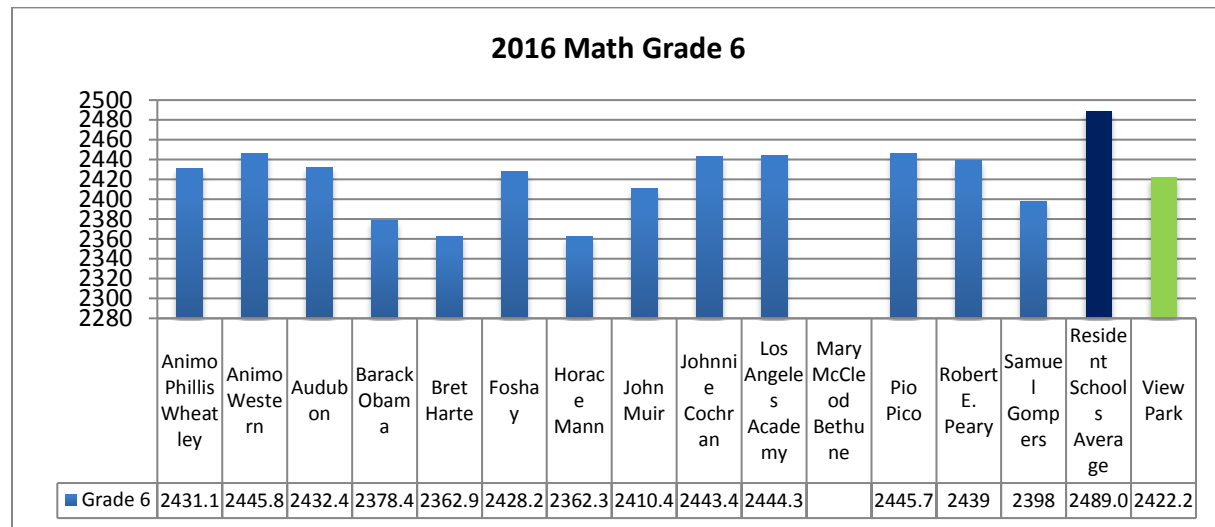


Source: <http://caaspp.cde.ca.gov/SB2016/SearchCAA>

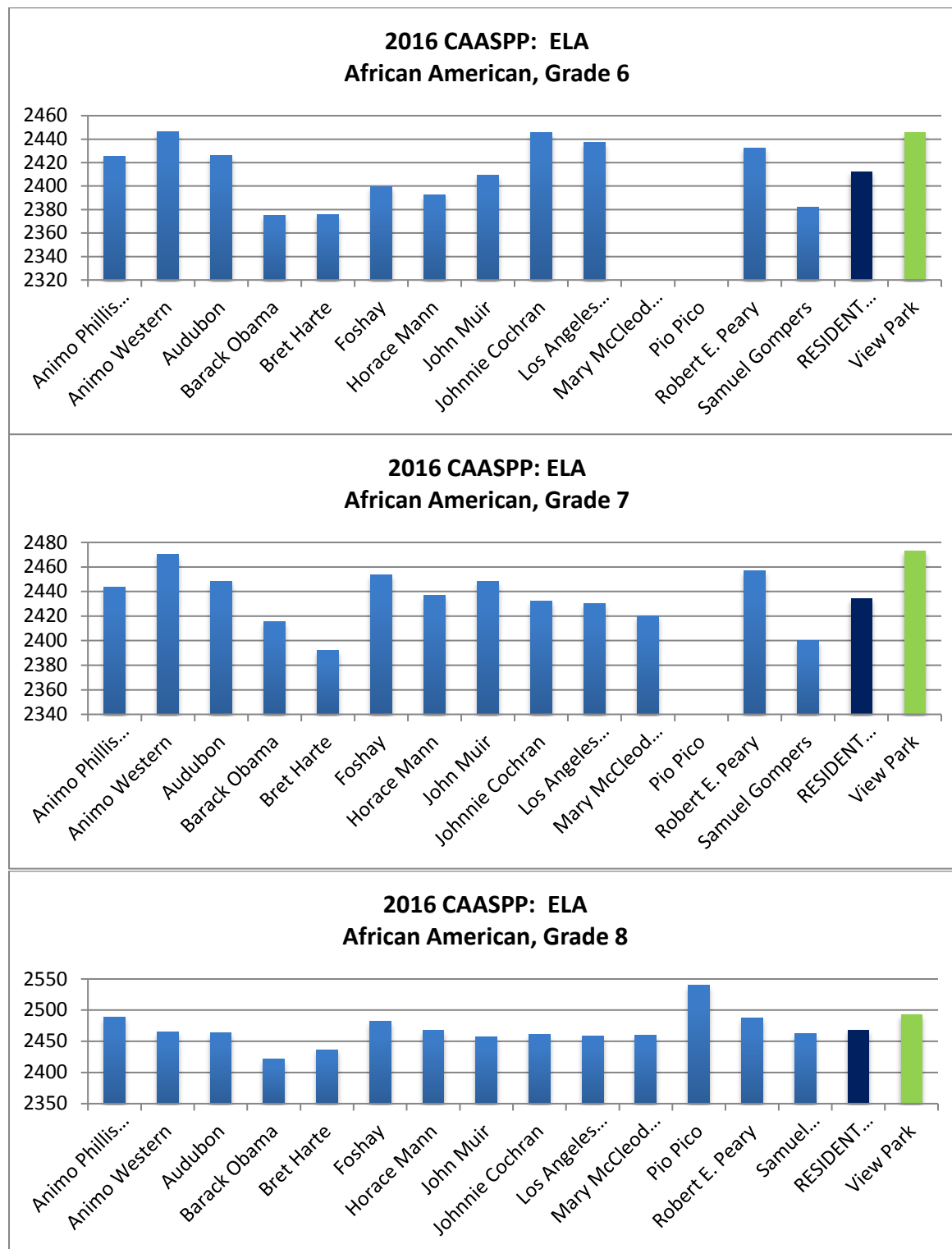
Most notably, when comparing the grade level Mean Scale Scores to the comparison Resident schools, we see that VPPA students are performing consistently with – and in many cases, better than, their peers at neighboring schools. Based on Mean Scale Scores, in ELA, VPPA's 6th, 7th and 8th graders outpaced the average of the 14 Resident Schools with Mean Scale Scores ranging from 2447.1 (6th grade) to 2494.7. At each grade level, VPPA students performed better than their peers at at least half of the Resident Schools.

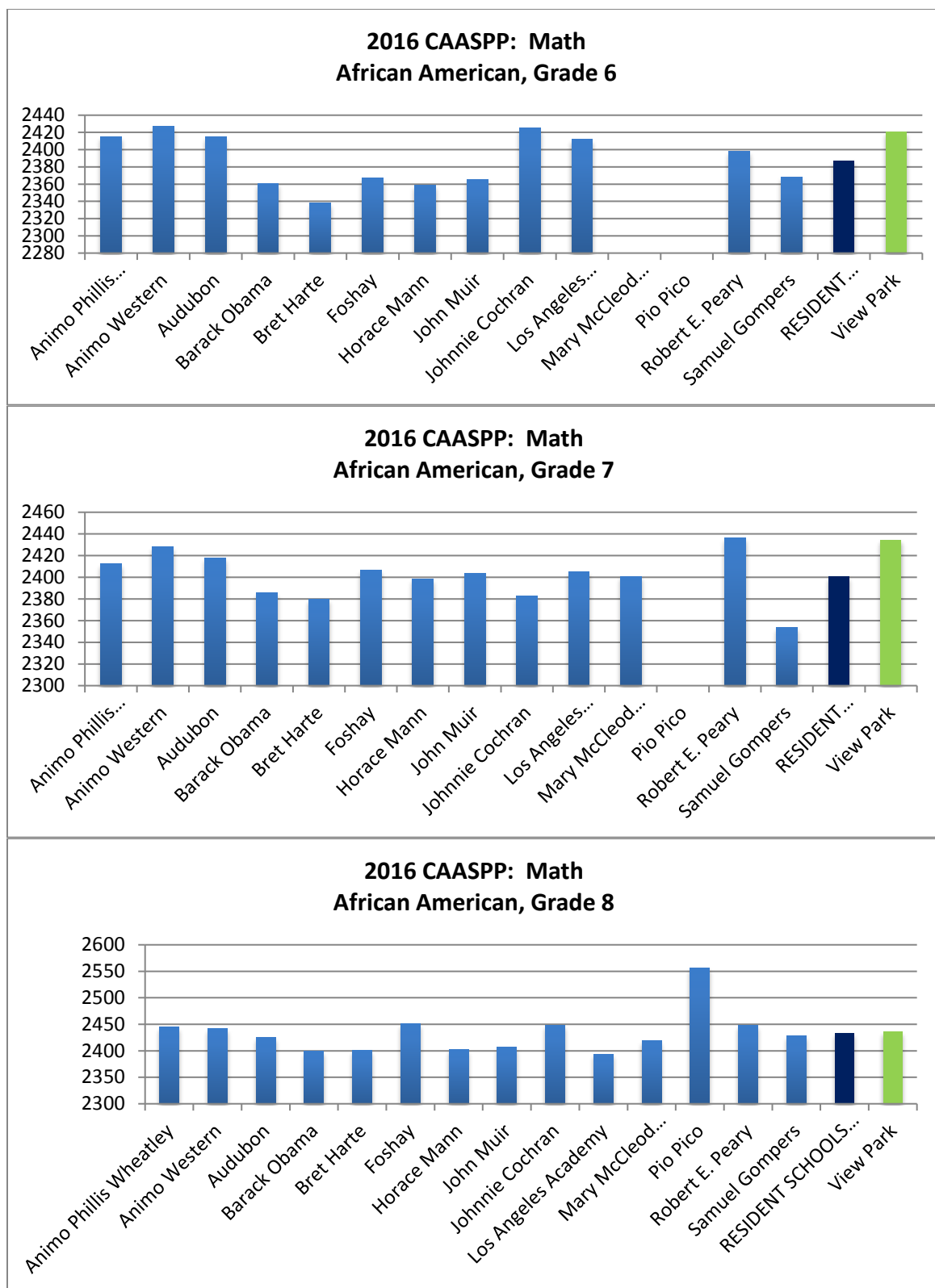


In Math, while VPPA's 6th graders outperformed only five of the Resident Schools, the 7th graders Mean Scale Score is almost equal to the Resident Schools Average, and 8th graders were within 19 scale points.



We note that as a school with a population that is almost entirely African American, our African American students' Mean Scale Score comparisons outperform the Resident Schools Averages for this subgroup at every grade level in both ELA and Math:

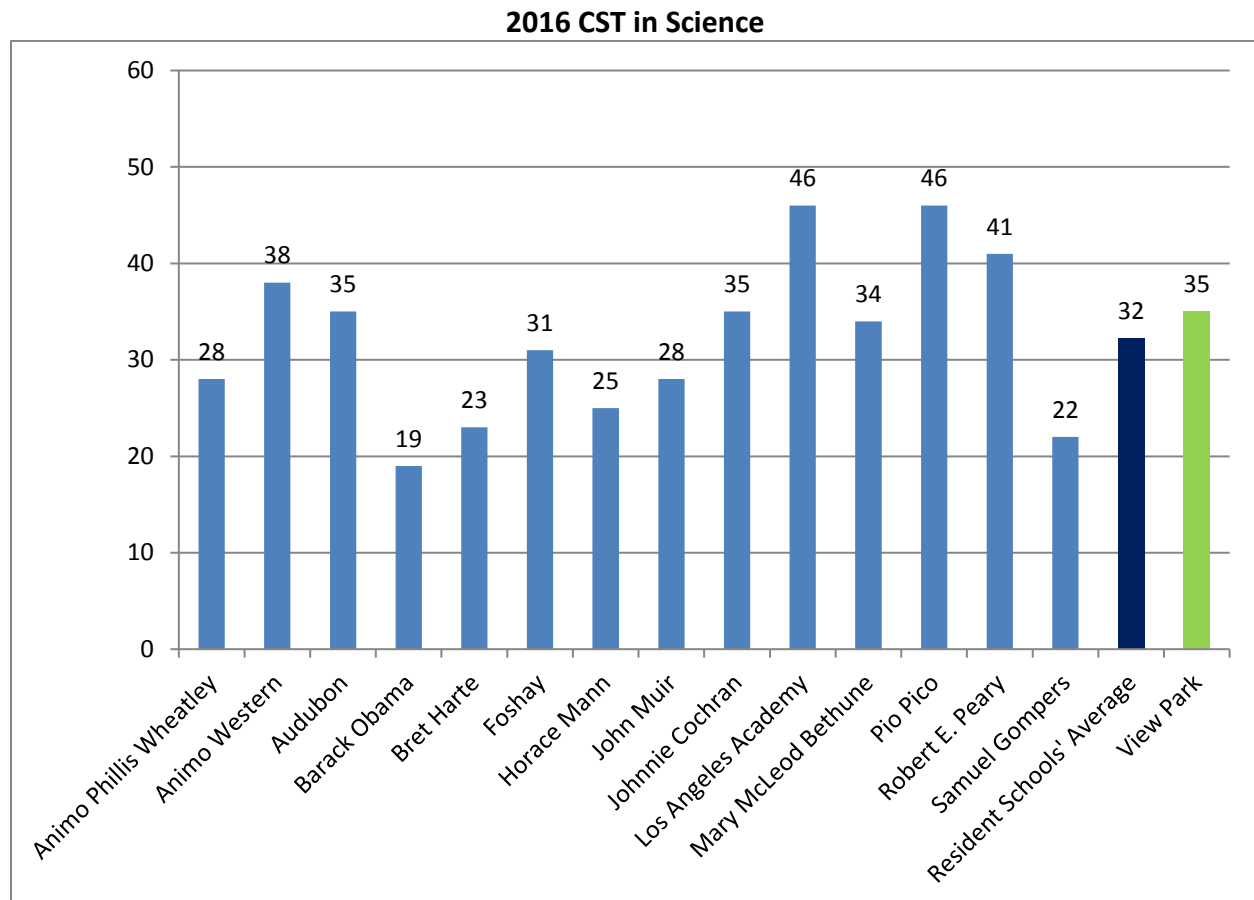




While there is much work to be done, particularly in relation to the schools our students would otherwise attend, we believe that our programs and efforts will have a significant impact.

CST IN SCIENCE

On the 2016 CST in Science, 35% of VPPA's 8th graders were Proficient/Advanced, compared to an average of 32% at the Resident Schools, with a range of 19-46%; VPPA scored the same or better than 10 of the fourteen Resident Schools.



Source: caaspp.cde.ca.gov (2016 CST for Science).

ENGLISH LEARNER RECLASSIFICATION

VPPA is a predominantly African American school with a very low enrollment of English Learners. In 2015-2016, for example, the school had just three EL students. Two of these students, 8th graders, were eligible for reclassification, however, due to the changes in administration a variety of site challenges, we unfortunately failed to properly reclassify these students by the time they culminated from our school. In 2013-14 and 2014-15, we had just two ELs enrolled each year, and in 2012-13 there was just one. While VPPA shows a 0% reclassification rate over these years, it is important to note in context that these students were not eligible for reclassification during their time with VPPA, for reasons including: a brief tenure at VPPA, not meeting CELDT reclassification criteria, SpEd needs, and more.

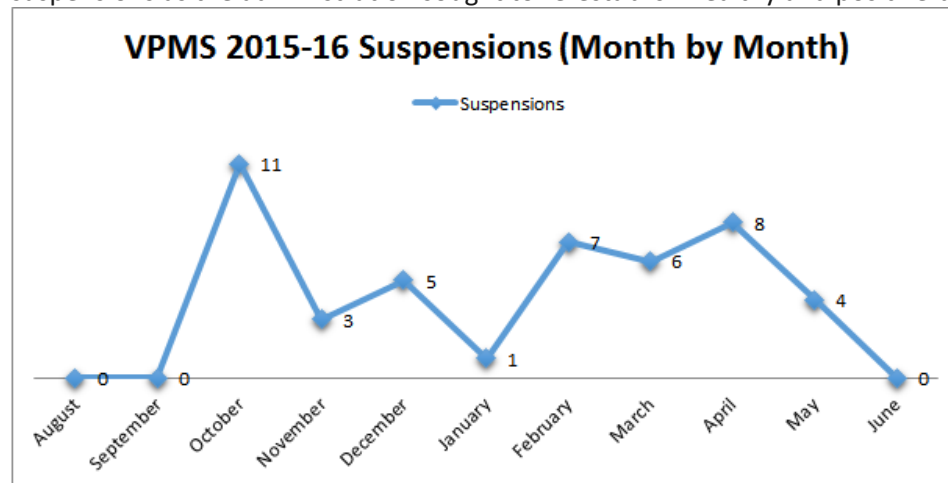
VPPA is committed to timely reclassification of all ELs and ensuring continuous growth in ELD. While our EL population is very small, we are determined these students' needs by implementing the English 3D curriculum during their elective period in addition to their regular ELA curriculum, SpringBoard. We have hired a new Assistant Principal at VPPA who has extensive experience as an EL Coordinator and he is tasked with ensuring compliance with all matters relating to our EL population, overseen by both the

Principal and Home Office. ICEF's updated EL Master Plan (see English Learner section below) has recently been updated to include new Proficiency Level Descriptors (PLD) levels. The School Principal and the Home Office Instructional Team are working closely with all teachers to ensure that EL's (including students who have previously been reclassified) receive targeted instruction to ensure progression on the EL continuum. The Home Office Instructional Team will continue to monitor EL levels closely and provide professional development and support, as needed.

STUDENT DISCIPLINE

During the last two years at VPPA, there were three different administrators, including the lack of a dedicated full-time on-site leader for the first several months of 2015-16, culminating in a mid-year change in February 2016. There has been significant teacher turnover and at times, a higher-than-usual use of substitute teachers. The school has moved campuses twice in four years. With the first move in particular, we experienced an influx of students from different areas. Many parents of students who were matriculating from 5th grade at ICEF's VPPA Elementary School were hesitant to send their 6th graders to the Crenshaw High School campus during our three year co-location there.

Not surprisingly, these challenges have impacted morale and campus culture. By the time new administrators were hired in February 2016 to help alleviate stresses on campus, the school culture was a significant issue, with inconsistent discipline and responses to student behavior. Starting in late February when Dr. Lewis joined the staff as the Interim Assistant Principal, ICEF administration instructed school site staff to document all behavior incidents and help the administration ensure that appropriate and consistent responses were made in all situations. This resulted in an initial spike in suspensions as the administration sought to re-establish healthy and positive behaviors on campus.



All site staff were trained on Restorative Justice practices and how to effectively use Rtl as an alternative to suspension. Students began using conflict resolutions techniques to resolve their altercations. Suspension rates began to decline and by the end of the school year we had a zero suspension rate. So far this school year, we have had four suspensions.

Counseling support has been a critical component of school behavior management. In addition to now having a full-time on-site Counselor we have partnered with South Central Training Consortium (SCTC) now have two additional counselors to support our school community. This allows all to have the abilities to serve our scholars throughout the course of their day. The counselors set up meetings with students, and provide counseling during non-academic time for 30 minute sessions. Our Counseling

Department is now offering monthly Advisory lesson plans as well based on specific needs such as managing feelings, peer mediation, and more. Additional counseling support includes:

Peer Mediation: 6-10 Peer mediators have been selected and have received extensive training to be Peer Mediators. Peer Mediation occurs during lunch on an informal basis. Mediation also occurs on a formal basis through use of referrals. Any scholar, teacher, or staff member may refer a student to Peer Mediation.

Social Skills Trainings: As part of our enrichment programs, Social Skills Trainings is an after school program designed to target tier 3 students who are struggling with grades, discipline, socio-emotional concerns, or struggles outside of the school/classroom. Our school counselors facilitate this enrichment once a week for 30 minutes, and communicate often with the Student Services Coordinators for referrals. Communication is made with families to explain the program and its expectations.

Grade Level Guidance: Our Counseling Team has created Guidance Lessons which are taught during advisory by the Counseling Team. A schedule is created where each grade level is seen once per month. The objective of the Counseling Team in giving guidance lessons is to teach and reteach certain social skills that are lacking in the school community, universally.

Based on stakeholder feedback in just the first six weeks of 2015-16, an additional campus monitor has just been added to help with transitions between classes and to support teachers as needed.

- 5. As a result of the suspension of API, the California Legislature provided a new charter renewal standard as it relates to academic achievement, in Education Code section 52052(e)(4): “Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) alternative measures that show *increases* in pupil academic achievement for all groups of pupils school-wide and among significant subgroups.”**

Under the law, these “increases in pupil academic achievement for all groups of pupils” shall be the “most important factor” in determining whether to grant a charter renewal. (Ed. Code, § 47607(a)(3).)

Once again, VPPA meets this standard. As noted above, VPPA met its schoolwide and all subgroup growth targets in both the most recent year of API and in two of the last three years:

Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	784	Yes	Yes
2012	776	No	No
2011	789	No	No

Source: api.cde.ca.gov.

VPPA’s 3-year weighted API of 782 also outperformed all fourteen Resident Schools.

GOVERNANCE AND CENTRAL OPERATIONS HAVE BEEN STRONG AND STABLE, WITH POSITIVE CHARTER SCHOOLS DIVISION OVERSIGHT VISITS

Since the turmoil of 2010-11, ICEF has deliberately and successfully strengthened the organization's foundations and many aspects of operations network-wide. Through the additions of key central office staff, enhanced school site support, conservative and responsible fiscal planning, and implementation of operational "best practices," ICEF has recovered and stabilized. The Board engages in regular training from outside experts in law, charter school finance and more, and receives continuous updates on legal developments. The corporate Bylaws were completely updated in 2014 to ensure compliance with legislative changes impacting charter school governance, and annual policy reviews ensure ICEF and all of its schools are current with laws, regulations, district policies. Major changes such as the Local Control Funding Formula and annual Local Control Accountability Plan process, introduction of the Common Core and new state testing, integration of additional technology at each school and blended learning programs, as well as network-specific initiatives such as the Teacher Effectiveness Framework and more have all been implemented smoothly and with fidelity across all campuses.

In the most recent Oversight Visit Report from LAUSD's Charter Schools Division (CSD), dated January 26, 2016, VPPA received the following overall ratings:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
3	2	2	3

Since that time, significant additional improvements across all areas of the instructional program have continued, most notably including the placement of a new School Principal the addition of two Assistant Principals and new School Operation Manager, all highly experienced with strong track records in their respective areas of expertise, and we anticipate stronger results from the CSD's recent site visit to VPPA.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

In addition to features already highlighted above such as the Teacher Effectiveness Framework, ICEF Benchmark and Interim Assessments, Springboard Curriculum and more, the small school environment at VPPA offers a highly personalized rigorous learning environment in which students have access to rich experiences in the areas of Academics, Arts and Athletics:

Academics: Academics focus on mastery of the Common Core State Standards to ensure that students are college and career ready. Quality teaching and learning takes place through the implementation of the ICEF Teacher Effectiveness Framework, the adoption of Common Core aligned curriculum and strategies, intensive professional development, and the ICEF-Wide Assessment system. Instructional decisions are based on student performance data and teachers work closely in professional learning teams to reflect on how best to meet the needs of students.

VPPA seeks to create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. Additionally, we are also committed to teach a core academic program that utilizes

research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

Arts/Electives: The arts department at VPPA prides itself in transforming the learning experiences of our scholars. Within the scope of our elective classes, students are able to select their top three choices for electives. We place scholars in classes based on first choice and then availability. This school year some of the elective options are: American Sign Language, Sports Documentary/Black History, Spoken Word, Soccer, Cooking, Yearbook, Yoga, Dance, Student Council, Book Club, and Music. Students will have the opportunity for exposure to all electives throughout their three years at the school.

One of the innovative features of this school year has been our partnerships with the Getty Museum and LACMA. Through these relationships, we are able to receive professional development to allow for integration of the arts within the core curriculum.

Athletics: We believe in *athletics for all*, offering a variety of sports to match our scholar's talents and interests. Our athletics program is an extension of the learning taking place during the school day. As student athletes, it is emphasized that each child is a student first. Academic eligibility and good behavior therefore is mandated for participation in athletics. Participation in athletics teaches scholars discipline, respect, teamwork, sportsmanship as well as improving each individual's confidence and motivation to excel in school. The social skills emphasized in our sports program are applicable in the classroom as well as in developing well-rounded citizens.

During the school day, all students take a physical education class exposing them to a variety of activities to promote student wellness. This school year, we have partnered with the Expo Center to expose our scholars to swimming. As an extension to the school day, we offer: Girls Volleyball, Flag Football, Lacrosse, Rugby, STEP, Basketball Girls and Boys, Baseball, Softball, Cheer and Dance/Drill Team. Additionally, ICEF wide our scholars compete in rugby, lacrosse and soccer.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

VPPA's educational program meets the needs of its diverse student population through its small, highly personalized environment. Specifically, students' needs are met in the following ways:

- ☐ Smaller class sizes in order to provide students with a personalized learning environment
- ☐ A structured Response to Intervention Program, in which students' learning needs are met through a targeted Multi-Tier System of Literacy and Math
- ☐ A focus on language objectives to support students' English Language Development needs
- ☐ Intervention supports in English-Language Arts, Math, Science and Social Studies through ICEF's Targeted Group Structures Instructional Model, after-school tutoring, classroom push-in and collaborative planning and teaching with the Intervention Specialist and Resource Specialist
- ☐ An Advisory program focused on supporting students' socio-emotional and vocational skills, including social skills awareness training, utilizing tools to succeed in school and life, and preparing for high school and college
- ☐ Counseling services to address social and emotional needs
- ☐ A positive behavioral management system focused on empowering students and providing alternatives to suspension
- ☐ Non-academic electives to spark students' interests and offer a wide variety of learning experiences in the arts and athletics, including partnerships with community resources such as

our new partnership with the Getty Museum. These relationships allow for more opportunities of:

- o Student interests in learning and engagement
- o Exposure to the Arts within core curriculum
- o Building relationships with the school community
- o Team building skills through athletics
- o Providing real-world application in order to connect content within instruction to student learning experiences.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY WILL BE IMPROVED IN THE NEW CHARTER TERM

FINANCIAL CRISIS

ICEF's financial turmoil began in 2007 but fully manifested by the fall of 2010, when the entire organization failed financially as it faced a severe cash flow shortage and overwhelming debt. As has been widely publicized, the financial turmoil was largely due to issues of over-spending, rapid expansion and lack of cost-controls all coinciding with state funding cuts in public education. In October 2010, in close collaboration with LAUSD, ICEF's Board voted to make significant changes to the leadership of the organization, including the removal of ICEF's founder and CEO. Over the next several months, a new leadership team was brought in and Board Chair former LA Mayor Richard Riordan worked to keep ICEF afloat. Thanks most significantly to the financial support of several philanthropists, ICEF kept the doors open through the year. However, by spring 2011, it was evident that more serious restructuring and new leadership was required to save ICEF on a long-term basis.

In June 2011, Parker Hudnut, the then-Executive Director of LAUSD's Charter Schools and Innovation Division, agreed to assume leadership of ICEF. Significant restructuring of the organization followed, including the positive changes noted above and the addition of several new key staff leaders. The 11-12 fiscal year was the first year since 2006 that ICEF had a positive operating income, meaning non-philanthropic revenues were greater than expenses. For VPPA in particular, recent surpluses have enabled the school to increase staffing such as adding Assistant Principals and Instructional Specialist, as well as additional student and family support services such as critical on-site counseling support.

SCHOOL LEADER AND TEACHER TURNOVER

The fall 2010 financial crisis included reports throughout the media – as well as person-to-person rumors -- that ICEF would not be able to make payroll, would be forced to close some or all of its schools, would merge with other organizations, and/or would lay-off significant percentages of teachers and staff. These reports put an understandable strain on the staff, and between the fall of 2010 and the fall of 2011, ICEF experienced as much as an 80% staff turnover across the network. Recruiting new teachers presented significant challenges as well due to a perceived lack of organizational stability. These issues have had ripple effects for years.

At VPPA, at the end of the 2014-15 school year, the former principal resigned to pursue other interests; two years earlier, ICEF had implemented a requirement that all Principals have an administrative credential by the end of 2014-15, and she had not pursued the credential. For 2015-16, ICEF originally had Leslie McGee, the Principal of VPPA Elementary, assumed temporary responsibility for the VPPA middle grades in addition to her elementary responsibilities, with support from our Chief Schools Officer, Ryan Gomez. Unfortunately, because the elementary school was spread across three different

campuses; adding a fourth campus and almost 450 students in three additional grades to Ms. McGee's responsibilities was overly challenging, and the lack of a dedicated, full-time Principal on the VPPA campus began to be reflected in staff morale and campus culture, including significant student discipline issues. In late February 2016, Dr. Tamarra Lewis was brought in as Interim Assistant Principal under the direction of Chief Schools Officer Ryan Gomez; Dr. Lewis was promoted to Principal for the 2016-17 year, with Ms. McGee resuming her focus on the elementary school. The two schools are now co-located in a brand new facility, and Dr. Lewis and Ms. McGee continue to collaborate extensively. Dr. Lewis has worked diligently to bring stability to the middle school, enhance staff morale and improve school climate, and implement network-wide initiatives around curriculum, assessment and data-driven instruction with more fidelity.

Not surprisingly, the turnover in school leadership impacted teacher turnover at VPPA, including both voluntary departures (including Teach for America corps members who left at the end of two years) as well as teacher agreements that were not renewed, based in the last three years on ICEF's Teacher Effectiveness Framework standards. Hiring and retaining highly effective teachers continues to be one of the most significant priorities for the school. As district budgets – and teacher salaries and benefits -- have increased, and new charter schools have been added in the area, competition for quality teachers escalated. Thanks to positive cash flow, ICEF is now able to offer a pay scale that includes an annual cost of living increase, as well as additional increases for teacher effectiveness. The creation of the Teacher Leader position and Teacher Leadership Career Path has enabled our strongest teachers who wish to take on a leadership role and further their own career development to grow within the organization as Teacher Leader, Instructional Specialist, and then participation in ICEF's Aspiring Administrators Program leading ultimately to a potential School Principal or Home Office role. Through positive, network-wide changes detailed above – particularly increased professional development/coaching, peer collaboration, and support from on-site and CMO staff – we have seen steady gains in teacher quality and retention that we expect to continue on an upward trajectory in the coming years. Having an effective teacher in every class will help ensure that our students are receiving the quality rigorous education they deserve leading to grade-level mastery and beyond for them all.

LACK OF FOCUS ON CRITICAL ACADEMIC NEEDS

In light of the financial turmoil, leadership and teacher turnover issues, perhaps it is not surprising that VPPA has lacked a singular focus on student academic achievement. Behavioral issues and problems in schoolwide culture were a significant issue with a 10.6% suspension rate, up from 4.3% the previous year. As detailed above, Dr. Lewis has focused on reducing this rate and establishing a stronger school culture, including comprehensive Restorative Justice training for all faculty and staff, which has in turn enabled teachers to spend more time on instruction rather than disruptions.

Prior to 2013-2014, very little had been done to transition to the California Common Core State Standards. In the summer of 2013 and with the advent of a new ICEF Chief Academic Officer, ICEF adopted a new CCSS-aligned Math curriculum and began teacher training in CCSS Math, and in 2014, CCSS-aligned ELA was introduced. As ICEF worked to establish more consistency across the network under the guidance of the CAO, for the first time in 2014-15 a uniform method of CCSS-aligned benchmark assessments were introduced, along with a new focus on using data to inform instruction. Previously, although assessments were administered ICEF-wide, there was little to no accountability regarding assessment participation rates and follow-up on implications for instruction.

Unfortunately, due to turnover at VPPA and competing priorities, these new network-wide initiatives have not been implemented with fidelity on the VPPA campus. Now that the school is in a new facility,

has a strong new school leader, stable staff, and reinvigorated school culture and morale, 2016-17 represents a transitional year as we focus intensively on implementing “best practices” from across the ICEF network at VPPA. NWEA MAPs benchmark assessments were implemented for the first time this fall, the Springboard curriculum is being used across all classes, and intensive student interventions, based on data review, and frequent teacher coaching and training. We are confident these changes will result in measurable growth in student proficiency levels over time, particularly for students who progress through VPPA over three years under this uniform system of instruction and assessment.¹

EXPECTED IMPROVEMENTS IN THE NEW CHARTER TERM

We are encouraged by the changes that are visible at VPPA. We recognize that dramatic, whole-school turnaround does not happen overnight, and we have worked in the last several months especially to establish policies, practices and staffing structures that will support our students’ academic and social-emotional growth over time. Our focus moving forward includes:

- ☐ Support of the new School Principal – who has more teaching, learning and instructional leadership experience – to continuously learn, reflect and grow as a school leader;
- ☐ The adoption network-wide of a Leadership Performance Framework for School Principals (similar to the Teacher Effectiveness Framework) to focus their work on instructional leadership and achieving the school site vision;
- ☐ Emphasis on 100% participation rate in all school wide assessments, including NWEA MAPs and progress monitoring through online programs such as Achieve3000;
- ☐ Focus on ICEF’s Targeted Group Structures Model to target students’ individualized learning needs;
- ☐ Fidelity to implementation of the new Springboard CCSS-aligned curriculum and online learning programs such as Achieve3000 to meet students individualized learning needs;
- ☐ Providing more counseling for students through counseling interns to address students’ socio-emotional learning needs through individual and group counseling sessions;
- ☐ Engaging all stakeholders – students, parents/guardians, teachers, staff, community members and more – in school life through effective communications and opportunities for feedback.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

Currently, VPPA serves approximately 450 students in grades 6-8: 84% of our students qualify for Free or Reduce-Price Lunch (FRPL), 97% are African American, 3 % are Hispanic/Latino, 1% are English Learners (ELs), and 10% qualify for special education (SpEd).

ENROLLMENT PLAN

VPPA currently is authorized to serve 450 students in grades 6-8. The following projects enrollment for this charter term:

Grade	Enrollment Plan				
	2017-18	2018-19	2019-20	2020-21	2021-22
6	150	150	150	150	150
7	150	150	150	150	150
8	150	150	150	150	150
Total	450	450	450	450	450

GOALS AND PHILOSOPHY

MISSION AND VISION

Mission

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

Vision

ICEF Public Schools was founded in 1999 with a vision to create a college-bound network of public schools dedicated to transforming South Los Angeles into a stable, economically vibrant community. In order to do so, ICEF believes in by providing first-rate educational opportunities dedicated to developing the “whole child” through its focus on Academics, Arts and Athletics. ICEF Public Schools is committed to growing leaders who upon graduation from college, will return to their communities to serve and be agents of change.

ICEF schools and staff are guided by core values and beliefs that reflect what we believe are the best practices found in high performing schools that consistently produce well-educated students prepared to enter and succeed in college. The following core values are instilled as guiding principles throughout the entire ICEF organization:

- ☐ Community: We will create, grow and support a unified community where we are passionate about the success of our students.
- ☐ Diversity: We will respect diversity while using our differences to drive innovative practices that unite us all.
- ☐ Empowerment: We will empower our stakeholders to be efficient and effective in delivering the highest quality services for our students.
- ☐ Accountability: We will develop a culture of integrity where we hold ourselves and each other accountable for our actions and behavior with our students, our parents, and our stakeholders.
- ☐ Communication: We will provide clear, effective, and timely communications within our organization and in our business dealings.
- ☐ Safety: We will insure a learning environment where students, parents, visitors, and staff feel supported and secure.
- ☐ Collaboration: We will make ICEF an enjoyable workplace of professionals where we actively share responsibility, celebrate successes, learn from failures, and work together for the success of all.

AN “EDUCATED PERSON” IN THE 21ST CENTURY

It is commonly accepted today – and recognized in the new California Common Core State Standards -- that an educated person of the 21st century must be highly proficient in problem-solving, critical inquiry, analytical thinking, writing, interpersonal relations and the use of technology. Many researchers and writers have addressed the notion that many of the vocationally oriented skills and practical knowledge learned by middle and high school students today will be obsolete by the time these students enter the workforce. (Kalantzis and Cope, 2005; Smith, 2012.) Thus secondary students today must become dedicated to lifelong learning, understand how to be a self-directed learner, and embrace the reality of an ever-changing world.

While a 21st Century learning needs deep core subject knowledge, it also is crucial that today's schools provide students with a range of "*soft skills*," which include "the ability to use knowledge, facts, and data to effectively solve workplace problems" (US Dept. of Labor, www.dol.gov/odep/pubs/fact/softskills.htm). Creativity, communication, and critical thinking required to solve complex problems are crucial for success. The integration of content knowledge with these skills better prepares students for college as well as the workforce; solving complex problems in the new global economy requires systems thinking within themes that will drive our communities forward. These themes include health, civic, financial, and environmental literacy in a global context. Beyond these skills, a 21st Century learner effectively applies technology to navigate media to access and evaluate information while also being equipped with the management skills to meet goals and handle projects that require cognitive proficiencies beyond the basics of reading, writing, and mathematics.

HOW LEARNING BEST OCCURS

The ICEF instructional program emphasizes six attributes of a strong college-going culture – in all grades, K-12 -- that supports our core mission of ensuring that all ICEF students are prepared to enter and compete at the top colleges and universities in the nation:

(1) College Going Culture: All K-12 stakeholders embrace and embody behaviors, skills, and environments which personally, socially, and emotionally prepare all students to compete at the top colleges and universities in the nation. Classrooms display a college wall to showcase university pride and classroom group structures are named after specific colleges and universities. Students are informed of the requirements and expectations necessary to attend college through their Advisory classes, discussions with college counselors and visits to colleges themselves.

(2) College Style Study Habits: Whether in the classroom or independently, students need to know how to organize and prioritize their short and long-term assignments while balancing their social and family schedules. ICEF Schools incorporate study skills into the curriculum, not just assigning students a chapter to read, but teaching them how to read it closely in order to understand both the overarching themes, and the subtle nuances; not just telling the students to take notes on a lecture, but giving them the tools to do that effectively; and not just telling a student to study for a test, but advising them on how to manage their time and incorporate strategies for success. Close reading and text-based discussions are of particular importance since they align to the Common Core College and Career Anchor Standards.

(3) College Level Analytical Writing: In order to prepare students for the demands of college-level writing, teachers scaffold instruction to produce writing products that meet the Common Core Writing Anchor Standards of writing for argumentation, writing to inform or explain, and writing to convey experiences. Students learn claim-based writing through a variety of techniques. As per Common Core Anchor Standard 10, students routinely and incorporate writing throughout each discipline and content area, while focusing on task, purpose and audience.

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

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

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

In addition, ICEF Public Schools also believes that learning best occurs when schools focus on educating the whole child, specifically in the areas of Academics, Arts and Athletics:

- In the area of **Academics**, students engage in learning experiences based on the Common Core State Standards (CCSS) and the Knowledge and Skills for University Success Standards (KSUS), developed by members of the Association of American Universities. Learning experiences include critical and analytic thinking, problem solving, written and oral expression and the use of technology.
- In the area of **Arts**, students are given opportunities to express themselves through various artistic disciplines – visual arts, drama, dance and music. Arts are also integrated into the general curriculum, to assist students in acquiring content and to acquire a better understanding of an interrelated world.
- In the area of **Athletics**, ICEF Public Schools focuses on the importance of fitness and nutrition to develop lifelong healthy habits. ICEF truly believes that healthy bodies develop healthy minds.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

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

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

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

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

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

LCFF STATE PRIORITIES						
GOAL #1						
100% of teachers at VPPA will hold valid CA teaching Credentials with the appropriate EL authorization and will use standards aligned materials to fully implement state adopted ELA and Math academic content CCSS.				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> <input type="checkbox"/>		
Specific Annual Actions to Achieve Goal						
Actions currently defined for 2017/18 and 2018/19: VPPA will regular recruit and retain highly qualified credentialed teachers with appropriate EL Authorizations; Hire an SBAC Coordinator to assist in administering all assessments; Implement myOn and I ready reading Program to provide students with non fiction digital texts that support CCSS literacy instruction/comprehension; Implement online math program to support CCSS math instruction						
Expected Annual Measurable Outcomes						
Outcome #1: All teachers are fully credentialed in high needs subject areas; Wednesday PD training on Explicit Direct Instruction and lesson planning; All students have access to three Common Core Aligned on line learning programs: myOn, Dream Box and I-Ready; 100% of students have access to CCS aligned textbooks and programs; All students participate in CCSS aligned assessments Metric/Method for Measuring: CA Commission on Teaching Credentialing, SBAC assessment, ICEF Human Capital Department and Teacher Effectiveness Framework; Illuminate database						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-22</i>
All Students (Schoolwide)	100% teacher certification	100% teacher certification	100% teacher certification	100% teacher certification	100% teacher certification	100% teacher certification
	100% teacher participation at PD workshops	100% teacher participation at PD workshops	100% teacher participation at PD workshops	100% teacher participation at PD workshop	100% teacher participation at PD workshops	100% teacher participation at PD workshops
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						
LCFF STATE PRIORITIES						
GOAL #2						

100% of students will be academically, socially and culturally prepared to succeed in middle school and beyond.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
Local Priorities:	
<input type="checkbox"/> <input type="checkbox"/>	

Specific Annual Actions to Achieve Goal

VPPA will implement consistent positive school wide programs, including a mentoring program and monthly rewards system; VPPA will increase its counseling staff to provide socio-emotional support to students and families.

Expected Annual Measurable Outcomes

Outcome #1: Maintain 95% and above ADA rate in all grades; Reduce out of class referrals for behavior; Reduce suspension rates

Metric/Method for Measuring: Monthly suspension reports, behavior referrals, CALPADS reports, Daily Attendance

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
All Students (Schoolwide)	Establish suspension benchmark. ≥ 95% ADA all years, schoolwide and all subgroups	Reduce suspension by 2-3% with goal of <2%. ≥ 95% ADA all years, schoolwide and all subgroups	Reduce suspension by 2-3% with goal of <2%. ≥ 95% ADA all years, schoolwide and all subgroups	Reduce suspension by 2-3% with goal of <2%. ≥ 95% ADA all years, schoolwide and all subgroups	Reduce suspension by 2-3% with goal of <2%. ≥ 95% ADA all years, schoolwide and all subgroups	Reduce suspension by 2-3% with goal of <2%. ≥ 95% ADA all years, schoolwide and all subgroups
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES

GOAL #3

Students, including all significant subgroups, will show growth on the CASSP statewide assessments in all content areas.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

		Local Priorities: <input type="checkbox"/> <input type="checkbox"/>				
Specific Annual Actions to Achieve Goal						
100% of students will take NWEA MAPs benchmarks; Data will be analyzed to inform instruction; Instructional Specialist will regularly analyze data and work with teachers to implement effective Response to Intervention programs.						
Expected Annual Measurable Outcomes						
Outcomes: CAASPP scores will meet/exceed state targets for growth (estimated 2-3% annually).						
Metric/Method for Measuring: CAASPP Reports						
<i>APPLICABLE STUDENT GROUPS</i>	<i>Baseline</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-22</i>
All Students (Schoolwide)	Establish benchmark; meet or exceed performance of comparable surrounding schools	Meet or exceed state growth targets, expected to be 2-3% increase over previous year.	Meet or exceed state growth targets, expected to be 2-3% increase over previous year.	Meet or exceed state growth targets, expected to be 2-3% increase over previous year.	Meet or exceed state growth targets, expected to be 2-3% increase over previous year.	Meet or exceed state growth targets, expected to be 2-3% increase over previous year.
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

LCFF STATE PRIORITIES	
GOAL #4	
100% of students will have access to Arts and Sports Education and extra-curricular activities during and outside of a typical school day.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>
Specific Annual Actions to Achieve Goal	
Actions currently defined for 2017/18 and 2018/19 for our middle grades program include: Chess class/club daily • Swim classes for all grades 6-8th • Lacrosse classes/team for 6th grade • Daily participation in Dance • After school clubs and activities	

Expected Annual Measurable Outcomes						
Outcome #1: 100% of grades 6-8 students will have access to specialized elective classes; 100% of students will have access to specialized sports classes						
Metric/Method for Measuring: Schedules, rosters, student folders.						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100% of students will have access to specialized elective classes; 100% of students will have access to specialized sports classes	100% of students will have access to specialized elective classes; 100% of students will have access to specialized sports classes	100% of students will have access to specialized elective classes; 100% of students will have access to specialized sports classes	100% of students will have access to specialized elective classes; 100% of students will have access to specialized sports classes	100% of students will have access to specialized elective classes; 100% of students will have access to specialized sports classes	100% of students will have access to specialized elective classes; 100% of students will have access to specialized sports classes
English Learners						
Socioecon. Disadv./Low Income Students						
Students with Disabilities						
African American Students						
Latino Students						

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

All VPPA students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. VPPA understands the importance of utilizing research-based instructional practices to promote student achievement. Teachers provide direct-instruction, create student-centered, small learning communities, and one-on-one instruction in order to ensure the academic needs of all students are met. VPPA and ICEF Public Schools believe that Academic Excellence is achieved when students are engaged in rigorous and relevant learning experiences that promote discourse, inquiry and the application of critical thinking skills.

Every student has a small learning environment that focuses in an enriched, standards-based curriculum. We create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. A combination of small-and large-group instruction will be utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional

support. This environment affords educators to provide each student individualized learning experiences that are differentiated to meet individual student needs.

Our instructional program is founded on core beliefs detailed in Dr. Lauren Resnick's acclaimed Principles of Learning, that achievement is not limited by "aptitude" or background such as socio-economic status, race/ethnicity, English language fluency or other "risk factors." Rather, we know that through hard work and engagement, all children can achieve rigorous, comprehensive learning objectives. Dr. Lauren Resnick's Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, are designed to foster learning-oriented goals in ways that promote effort. The nine principles include:

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that **sustained and directed effort can yield high achievement for all students**. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. . . . All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, and the community and, above all, students themselves. . . .

Fair and Credible Evaluations

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible . . . and provide credible evaluations of what individual students know and can do.

Recognition of Accomplishment

If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. . . . Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. . . .

Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk®

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. . . . Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable Talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning...

Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. . . . Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices. . . . This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.

(Source: University of Pittsburg, Institute for Learning: ifl.lrdc.pitt.edu/ifl/index.php/resources/principles_of_learning)

Additional research-based practices that serve as a foundation for the ICEF Instructional Model include:

- ☐ **Aligned Planning and Assessment.** Assessment is essential for measuring students' academic needs and ensuring that all students are mastering the learning standards. ICEF Benchmark and Interim assessments give teachers assistance in the process of designing curriculum, lessons, and pacing, as these formative assessments provide a clear understanding of current student mastery. These assessments also enable us to identify students who may need extra help to reach mastery on learning CCSS. Marzano argues that a performance-based formative

classroom assessment is the most powerful tool in improving student academic achievement. Marzano delineates the importance of content standards and the need of 1) “unpacking” the benchmarks within the standards, 2) Identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically. (Marzano, *Using Common Core Standards to Enhance Classroom Instruction and Assessment*, 2013; Marzano, *Designing and Teaching Learning Goals and Objectives*, 2009)

- ☐ **Gradual Release of Responsibility.** The gradual release of responsibility in teaching ensures that the cognitive load shifts from the teacher-as-model, to joint responsibility to independent practice and application by the learner (Pearson and Gallagher, *The Gradual Release of Responsibility Model of Instruction*, 1983). Through the process of gradual release, students assume responsibility for their learning and become independent learners. According to Fisher and Frey, one component necessary to assuming this responsibility for learning is to provide students with opportunities to collaborate and engage with their peers before fully releasing independent learning. This model of teaching structures lessons to an “I do, we do, you do it together, and you do it alone” approach (Fisher, D. and Frey, *N Better Learning Through Structured Teaching*, 2008).
- ☐ **Learning Targets.** The most effective teaching and most meaningful student learning happen when teachers design the right learning target for today’s lesson and use it along with their students to aim for and assess understanding (Moss, C.M, and Brookhart, S.B., *Learning Targets: Helping Students Aim for Understanding in Today’s Lesson*, 2012). Learning targets guide learning and help students understand the purpose of each lesson. Students are expected to achieve each learning target by the end of each lesson. Learning targets can then be used in planning instruction by providing information about what is important to learn, how the student will demonstrate that learning and what will count as evidence of mastery. Learning targets are written and displayed in student –centered language to promote metacognition and student self-monitoring in taking ownership of their learning.
- ☐ **Optimize Engaged Time/Time on Task.** The more time students are actively participating in instructional activities, the more they learn. At VPPA, students have plenty of opportunities to get involved and lose themselves in productive, positive work. This leaves them little time to engage in counterproductive behaviors. Once they start behaving as contributing members of the class, they also start thinking of themselves as positively engaged and enthusiastic students as well. Our teachers use explicit techniques to maximize instructional time, such as *Do Now*, *100 Percent*, *On Your Mark*, and *Tight Transitions* (Lemov, D. *Teach Like a Champion*, 2010).
- ☐ **Promote High Levels of Mastery.** The more successful (i.e., correct/accurate) students are when they engage in an academic task, the more they achieve. During class discussions, or interactions with students, VPPA teachers set and defend a high standard of correctness by only naming “right” those answers which are truly and completely right. Teachers do not confuse effort with mastery, and when students are close to the answer, teachers use simple, positive language to appreciate what students have done and to hold them to the expectation that they still have more to do. (Lemov, D. *Teach Like a Champion*, 2010)

- ☐ **Productive Group Work and Cooperative Learning.** VPPA instructional methods also involve cooperative experiences where students interact. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Cooperative learning involves student participation in small-group learning activities that promote positive interactions and are most effective when students “have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits” (Calderon, 2001, p. 280). Student accountability and responsibility is shared through learning goals that incorporate tasks for all students to engage in productive group learning (Frey, Fisher, Everlove, *Productive Group Work: How to Engage Students, Build Teamwork and Promote Understanding*, 2009). Productive Group Work and cooperative grouping may include, reciprocal teaching, study groups, literature circles, projects, jigsawing, or class presentations. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994).

- ☐ **Critical Thinking and Problem Solving.** VPPA’s core academic program utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well critical thinking and reasoning and problem solving skills. Teachers use a variety of strategies to plan for instruction as to elicit students’ thinking (e.g. Webb’s Depth of Knowledge and Bloom’s Revised Taxonomy). Instructional strategies include activities like Socratic seminars, where students discuss controversial issues important to the world, giving informed opinions based on readings (Copeland, M. (2005) *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High Schools*), and “Notice and Note,” where students learn the 6 “signposts” that alert readers to significant moments in a work of literature and encourage students to read closely. Learning first to spot these signposts and then to question them enables readers to explore any text, finding evidence to support their interpretations (Beers, K. & Probst, R. E. *Notice and Note: Strategies for Close Reading*, 2013). Students are taught models of logic, such as the *Toulmin Model*, where they 1) make a claim or assertion, 2) provide a warrant, or the relevant general principle to apply to the claim, and 3) assert grounds, or the relevant evidence to support the claim (Toulmin, S. E. *The Uses of Argument*, 2007).

- ☐ **Scaffolded Instruction.** VPPA teachers provide support, structure, and guidance during instruction promotes academic success, and systematic fading of this support encourages students to become more independent learners. Teachers provide models of expected student outcomes, use think alouds, tap into prior knowledge, give time to talk, pre-teach vocabulary, and use a variety of visual aides and graphic organizers (Teacher Effectiveness Framework based on Charlotte Danielson’s Framework for Effective Teaching, 2010). Teachers also ask scaffolded questions that require more complex and critical thinking and require responses from lots of students (Fisher, D. & Frey, N. (2007) *Checking for Understanding*).

- ☐ **Developing “Habits of Mind.”** Conley outlines the “habits of mind” that students need to have to succeed in college (and beyond), including critical thinking, analytical thinking, and problem solving; an inquisitive nature; willingness to accept critical feedback; openness to possible failures; and the desire to cope with frustrating and ambiguous learning tasks. Additionally, students must be able to express themselves in written and oral form, to discern the applicability and credibility of information, to draw inferences and reach conclusions independently, and use technology as an effective tool to assist the learning process. In order

to help students develop these critical skills, not only must the curriculum be intellectually coherent, it needs to articulate with college curricula if the “gap” is to be closed. Conley describes a set of steps designed to create an intellectually coherent college preparatory curriculum, including creating exit standards, critically auditing and reviewing the entire curriculum, and determining what an intellectually coherent program of study would look like. This leads to an environment in which teaching and learning are more systematic, more purposive, and more focused. He believes that the “tool for determining when students are ready to move on will be academic content standards and measures of how well students have mastered specific standards.” (Conley, D. (2008). *College Knowledge; What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready.*)

All of these strategies and supports ensure that all students (high achieving students, students with disabilities, English Language Learners, and/or students not maintaining academic standards) meet and/or exceed the high standards that we set at VPPA. In addition to the above-mentioned research-based practices, VPPA and the ICEF Home Office Instructional Team will continue to stay current on educational research is committed to providing professional development to teachers in order to implement current best practices in instruction.

CURRICULUM

The curriculum for VPPA addresses all grade-level appropriate California Common Core State Standards (CCSS).

English Language Arts

The Common Core State Standards serve as the foundation for the English-Language Arts curriculum, in order to ensure that students are equipped with college and career ready skills.

VPPA implements Springboard, written by the College Board. Springboard is an integrated college-readiness curriculum that is backwards planned to align with Common Core, that provides instructional units of increasing complexity to develop the key knowledge and skills that students will need for college success. Through a combination of teacher input, integration across grade-levels and technology, students actively engage in their learning by working towards clear learning targets. Listening, speaking, reading and writing learning experiences focus on applying academic vocabulary, key identifying and analyzing key ideas and details in text, understanding language and writer’s craft, writing to prompts, using textual evidence, and reading closely a variety of literature and nonfiction. Students demonstrate their learning through embedded assessments throughout each unit. Springboard also aligns to the skills and knowledge identified in Advanced Placement Course descriptions to help prepare students for college-level work.

English Language Development (ELD)

Students at ICEF Public Schools have the option of receiving ELD support through two programs – Program 1, English Language Development and Specifically Designed Academic Instruction in English (SDAIE) and Program 2, English Language Development with Primary Language Support. (More details are included in the English Learner section below.)

These two programs incorporate the shifts towards the CCSS and CA ELD Standards by emphasizing the importance of providing Integrated ELD, or content instruction that supports the development of languages uses specified by the CCSS for ELA/Literacy and CA ELD Standards and by providing Designated ELD, in which students receive specialized instruction that builds *into* and *from* content instruction in ELA and other disciplines (California Department of Education, 2012).

ICEF Public Schools provide Integrated ELD by incorporating the essential features of Integrated ELD Instruction in all lessons, as described in the 2014 ELD/ELA Framework. Lessons that incorporate Interactive ELD must be interactive and engaging, meaningful and relevant, intellectually-rich and challenging, build on prior knowledge, include scaffolding, focus on content knowledge and academic English, and value the primary language.

ICEF Public Schools provides Designated ELD Instruction utilizing the Essential Features described in the ELA/ELD Framework (2014) developed by the CDE. These include ensuring lessons are of intellectual quality, have an academic focus, provide opportunities for extended language interaction, focus on meaning, focus on forms, contain planned and sequence events, provide scaffolding, have clear lesson objective, and that teachers provide corrective feedback and opportunities for formative assessment.

Mathematics

The Mathematical Practices from the Common Core Math Standards serve as the foundation for the Math Curriculum at VPPA. Students are expected to: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning. VPPA implements Springboard, a college-ready curriculum written by the College Board, that includes meaningful problem solving and cross curricular connections aligned to Advanced Placement skills and concepts. Learning experiences include a balance of investigative, guided and directed activities, as well as daily lessons that focus on problem-solving, critical thinking and reasoning. Students periodically demonstrate their learning through embedded assessments.

History-Social Science

History-Social Science Instruction at VPPA incorporates the College, Career and Civic Life (C3) Framework in order to prepare students for college, career, and civic life. Learning experiences include the application of the Inquiry Arc – the set of interlocking and mutually reinforcing ideas that feature Four Dimensions of Informed Inquiry – (1) Developing questions and planning inquiries, (2) Applying disciplinary concepts and tools, (3) Evaluating sources and using evidence and (4) Communicating conclusions and taking informed action. The C3 Inquiry Arc is connected to the College and Career Anchor Standards for English Language Arts, as well as the Common Core English Language Arts Standards for Technical Subjects.

Science

The Next Generation Science Standards serve as the basis for Science Instruction at VPPA. Student learning reflects the interconnected nature of science as it is practiced and experienced in the real

world. Additionally, the focus of learning is on deeper understanding of the content, as well as application of content. Instruction is designed to prepare students for college, career and citizenship.

Visual and Performing Arts

VPPA offers Visual Arts as part of the core curriculum, as well as elective courses in Dance or Music. Visual Arts instruction focuses on Art conservatory, as well as the role of the Arts through Arts Integration. In middle grades, students choose from a wide array of electives, such as dance and music focus on artistic expression through movement and music. Electives are a time when mixed-grade groups participate in a range of self-chosen classes. A group of students might be found practicing martial arts; working with the Culture Awareness or Debate Club on a presentation designed to inspire others to think deeply about topics related to diversity and inclusion; learning to prepare delicacies in our classroom kitchen; or working on a project involving engineering, design, and problem solving in projects lab. VPPA has 17 middle grades enrichment classes that are designed to reflect students' interests and passions, which reinforces our academic, sports and arts programs. The list is as follows: *dance, cooking, journalism/media, YouTube web design, yearbook, culinary arts, etiquette, fashion, STEP, choir, volleyball, debate, student council, robotics/engineering, chess, and culture awareness/Black History.*

Physical Education and Health

Physical Education at VPPA is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education and Health. Students are empowered to make healthy choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle.

INNOVATIVE CURRICULAR COMPONENTS

As detailed throughout this petition, quality teaching and learning takes place through the implementation of the ICEF Teacher Effectiveness Framework, the adoption of Common Core aligned curriculum and strategies, intensive professional development, and the ICEF-Wide Assessment system. Instructional decisions are based on student performance data and teachers work closely in professional learning teams to reflect on how best to meet the needs of students. VPPA seeks to create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. Additionally, we are also committed to teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

INTERVENTION AND ENRICHMENT PROGRAMS

Details about enrichments/electives in the arts and athletics are provided above; details about the school's intervention programs are woven throughout Element 1 and discussed in detail below. In addition, in spring, each middle school class departs campus and head off to field experiences. Some of their field experiences include trips to the Getty Museum and Village, Knott's Berry Farm, Magic

Mountain, LACMA, Museum of Tolerance, the Grammy Museum and Grad Night. Our eighth grade class will visit Washington DC where they will be engrossed in learning about our wonderful governmental system and visit the newly built African American Museum.

CURRICULAR AND INSTRUCTIONAL MATERIALS

VPPA uses CCSS-aligned materials to support the curriculum. Teachers in each content area may work with the principal to gain approval for the use of alternative materials than those listed in this charter petition.

Instructional Materials Chart: Middle Grades

Language Arts	The College Board – Springboard iReady, Achieve3000
Mathematics	The College Board – Springboard iReady
Social Studies	History Alive – The Ancient World, The Medieval World, The United States Through Industrialism
Science	Prentice Hall, California Earth Science, California Life Science, California Physical Science, Project Based-Inquiry Science
Visual Arts	Understanding Formal Analysis, When Art Talks, and Other Curriculum Guides developed by the J.Paul Getty Center and Armory Center for the Arts

COMPREHENSIVE COURSE LIST – MIDDLE GRADES

	Grade 6	Grade 7	Grade 8
English Language Arts	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Mathematics	Grade 6 Math	Pre-Algebra	Algebra I
History / Social Science	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Modern Times	U.S. History and Geography: Growth and Conflict
Science	Earth Science	Life Science	Physical Science
P.E. / Health	P.E./Health	P.E./Health	P.E./Health
Arts/Enrichment	Arts/Electives	Arts/Electives	Arts/Electives

INSTRUCTIONAL METHODS AND STRATEGIES

In addition to the instructional methodologies and philosophies discussed above, including specific curricula used to drive instruction, the following additional strategies shape the program at VPPA:

Teacher Effectiveness Framework, based on the work of Charlotte Danielson, is based on extensive research regarding effective instruction and was designed to ensure teachers are meeting the needs of all students. The Framework's five standards, broken into over 60 indicators, describe in detail all of the most important skills a teacher must perform in order to accelerate student achievement. The five standards are:

- ☐ Planning and Preparation
- ☐ Classroom Environment
- ☐ Delivery of Instruction
- ☐ Additional Professional Responsibilities
- ☐ Professional Growth

Each of the Framework's elements include a description of four different performance levels – *Ineffective, Developing, Effective, and Highly Effective* – which are correlated with a teacher's likelihood of affecting student learning for all students. Teachers who practice Effective and especially Highly Effective levels of performance are more likely to see student learning accelerate and see all students' achievement grow.

The Framework not only shapes teacher evaluation, but also teacher training and coaching. The school Leadership Team's observations and feedback are based on teachers' performance across key Framework elements, with common language used consistently over the year, and among teachers. Teachers in turn use the Framework rubrics to set goals, reflect, and improve their teaching practice.

Targeted Group Structures Model – ICEF Public Schools implements a Targeted Group Structures Model, in which students engage in three types of instructional groups – the Collaborative group, the Independent Group and the Direct Instruction Group to achieve specific learning targets.

- ☐ In the Collaborative group, students are assigned content area instruction that incorporates the three modes of communication – interpretation, collaboration and production.
- ☐ In the Direct Instruction Group, the teacher leads a small group in targeted content area instruction, which includes scaffolds for English Language Development. Student composition of the small group is determined by various forms of data, including achievement on assessments, exit tickets, Lexile level and English Language Proficiency Level.
- ☐ In the Independent Group, students work independently, utilizing technology-based instruction.

MyON: MyON is a complete literacy solution that reinvents the ways in which the student interacts with text. MyON provides anytime, anywhere access to a library of more than 10,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. The innovative digital literacy platform allows the student to not only read, but to read *closely as required in the California Common Core State Standards* and to engage with digital texts in new ways that will transform the entire learning experience.

MyON enables teachers and administrators to track the student's reading activity and growth. Through MyON we are able to access data on the number and type of books opened and read; time spent reading; completion of book quizzes; and student lexile levels. Lexile is the measure of how difficult a text is OR a student's reading ability level. As MyON expands to include digital literacy tools, the millions of students reading on MyON will experience exponential literacy growth when they can perform close reading tasks within our platform. Students engage with MyOn 45 minutes weekly in class.

iReady – iReady is a web-based adaptive learning curriculum for Math and English that pinpoints scholar's needs down to the sub-skill level. This program offers a rigorous learning experience that incorporates the Common Core Standards. iReady's program is administered in three steps. First, scholars take a diagnostic assessment to measure progress versus their baseline data. The adaptive iReady diagnostic assesses in five main Common Core areas: phonological awareness, phonics, high-frequency words, vocabulary and comprehension of literature and informational texts. The adaptive Math Diagnostic covers the main Common Core domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

After the initial assessment, scholars will experience differentiated instruction based on their needs. The instruction can be either teacher lead, which informs whole class and/or small groups, or the instruction is differentiated through independent on-line instruction. Finally, students' growth will be monitored throughout the year using the iReady Standards Mastery Checklists, and data from the mid-year and end of year Growth Report. In 2016-2017, VPPA implemented a structured schedule where scholars have the opportunity to work on I-ready and Achieve3000 in ELA, Math and History class during Targeted Group Structures. Students will spend a minimum of 50 minutes per week on iReady.

Achieve3000 is web-based differentiated instruction focused on non-fiction articles at 12 different lexile levels in English and 7 levels in Spanish, plus grade-level lessons with scaffolds for intervention students and English language learners. The Achieve3000 California edition is aligned to the CA Common Core standards and California's Social Studies and Science standards. Achieve3000's model of online differentiated instruction is proven to accelerate students' literacy gains if utilized two or more times a week. Achieve3000's 5-Step Literacy Routine is embedded in each article and specifically designed to help all students build close-reading and evidence-based writing skills. Instruction can be either teacher led using grade-level lessons for whole class and/or small groups, or differentiated through independent on-line instruction at students' lexile levels.

This school year we have a structured schedule where scholars will utilize Achieve3000 twice a week with their ELA or History teachers and during the Wednesday Intervention period.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All of VPPA's courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the CA CCSS (www.corestandards.org). Our faculty receives training and support in ensuring our students receive individualized support, employing differentiated instructional strategies, and designing lesson plans that ensure alignment to the CA CCSS.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Digital and technological literacy are essential to academic and career success. VPPA emphasizes and ensures that our students are technologically literate by providing explicit training and giving students project-based work, utilizing technology like the Microsoft suite of products (Word, Excel, PowerPoint) as well as online tools like Google Groups, Google Docs, Prezi, etc. Students also have access to top technological teaching devices such as interactive whiteboards, iPads, mobile computer labs, etc.

Through interactive programs such as iREADY and online benchmark assessments, students gain comfort in completing work online, helping to prepare them for the online state tests.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR AND SCHEDULES

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

ACADEMIC CALENDAR

2017-18 School Calendar

DRAFT

August 2017						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days:						9

September 2017						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Instructional Days:						20

October 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days:						21

November 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Instructional Days:						16

December 2017						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Instructional Days:					15

January 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days:						17

February 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
Instructional Days:						19

March 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Instructional Days:						16

April 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Instructional Days:						21

May 2018						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days:						22

June 2018						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Instructional Days:						9

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days:						28

Important Dates									
Aug. 15	1st Day of School								
Sept. 4	Labor Day (All ICEF Holiday)								
Sept. 25	Pupil Free Day (Staff PD)								

	Semesters Start & End
	Pupil Free Day (Staff Professional Development-all schools)
	Student & Teacher Holiday (School Offices Remain Open)
	All ICEF Holidays for All Employees (Schools & Offices Closed)
	All ICEF Holiday for 12 Month Employees (Schools & Offices Closed)

SAMPLE DAILY SCHEDULE

We utilize a block schedule to allow for longer class periods to support deeper learning experiences, while also ensuring that holidays and other events do not impact courses that fall on a specific day of the week, such as Friday. Each student has four core and a specialist classes each day, with six classes rotating throughout a cycle. Sixty minutes of the day have been reserved for enhancing reading skills and PBIS lessons, which includes an intentional focus on social-emotional learning and character development.

Each week, Wednesdays, are dedicated for our intensive RTI Intervention classes. During Intervention, students have the opportunity to hone in on previously taught skills and identified researched based instructional strategies to meet their individual needs. A portion of the day is used to implement restorative justice initiative. Restorative practices are used in a variety of ways in our school: to build community, celebrate accomplishments, intervene in offending behavior, to transform conflict that may

occur between adults or young people, and to rebuild relationships that have been damaged. They are also used to re-integrate students who have social emotional challenges. Restorative practices help our school create and maintain a positive school culture and climate.

Middle school students enjoy a twenty-minute mid-morning break with a nutritious snack prepared for them in the multipurpose room. During the 45-minute lunch periods students gather around tables in the middle school courtyard and enjoy time to play on our expansive playground, which includes 5 basketball hoops, plush green turf, and areas for jump rope, hopscotch, chess and other games. Some students may be involved in lunchtime fellowship with the principal or other interest-based clubs.

A student's typical afternoon includes a continuation of core and/or specialist courses. Wednesday afternoons also include an extensive enrichment program for each semester.

There are monthly incentives, which include, ice cream parties, Lemonade Chill and Fun Fridays. These gatherings include a review of events of the month, a preview of the month ahead, student leadership announcements, and opportunities to honor and recognize work done by individuals or groups of students, community-building activities, and student presentations.

Middle school teachers are available after school to check in with students and parents as necessary. After school, students can be found participating in after-school sports (rugby, lacrosse, football, volleyball, track and/or basketball), rehearsing for our spring drama production, practicing dance routines learning new cheers, developing and enhancing their leadership skills, preparing for chess tournaments or working on homework and additional academic skills in one of our three tutorial program.

Our goal is for each middle school student to enjoy a well-rounded daily experience, blending academics, sports and the arts, while reinforcing collaboration and community. The structure of our block schedule with no more than four academic and one ancillary courses per day, supported by an extensive intervention program, is responsive to the developmental needs of middle school students. Our staff works, relentlessly, with students and has designed a program specifically to meet the needs of this unique time in a child's life. We are here to support each of our scholars, every day.

Mondays and Thursdays Bell Schedule

6th & 7th Grades

Period 1: 8:30-9:45 (75 min)
Period 3: 9:50-11:00 (70 min)
Nutrition 11:05-11:25 (20 min)
DEAR: 11:30-11:50 (20 min)
Period 5: 11:55-1:05 (70 min)
Lunch: 1:15-1:45 (30 min)
DEAR: 1:45-2:15 (30 min)
Period 7: 2:20-3:30 (70 min)

8th Grade

Period 1: 8:30-9:45 (75 min)
Period 3: 9:50-11:00 (70 min)
DEAR: 11:05-11:25 (20 min)
Nutrition: 11:30-11:50 (20 min)
Period 5: 11:55-1:05 (70 min)
DEAR: 1:15-1:45 (30 min)
Lunch: 1:45-2:15 (30 min)
Period 7: 2:20-3:30 (70 min)

Tuesdays and Fridays Bell Schedule

6th & 7th Grades

Period 2: 8:30-9:45 (75 min)
Period 4: 9:50-11:00 (70 min)
Nutrition 11:05-11:25 (20 min)
DEAR: 11:30-11:50 (20 min)
Period 6: 11:55-1:05 (70 min)
Lunch: 1:15-1:45 (30 min)
DEAR: 1:45-2:15 (30 min)
Period 8: 2:20-3:30 (70 min)

8th Grade

Period 2: 8:30-9:45 (75 min)
Period 4: 9:50-11:00 (70 min)
DEAR: 11:05-11:25 (20 min)
Nutrition: 11:30-11:50 (20 min)
Period 6: 11:55-1:05 (70 min)
DEAR: 1:15-1:45 (30 min)
Lunch: 1:45-2:15 (30 min)
Period 8: 2:20-3:30 (70 min)

New Wednesday Schedule

6th & 7th Grade

Period 1: 8:30-9:22 (52 min)
 Period 2: 9:27-10:19
 Period 3: 10:24-11:16
 Nutrition: 11:21-11:42 (21 min)
 DEAR: 11:42-12:03 (21 min)
 Period 4: 12:08-1:00

8th Grade

Period 1: 8:30-9:22 (52 min)
 Period 2: 9:27-10:19
 Period 3: 10:24-11:16
 DEAR: 11:21-11:42 (21 min)
 Nutrition: 11:42-12:03 (21 min)
 Period 4: 12:08-1:00

	7A	7B	7C	7D	7E
Period 1	ELA Rm 318 Ms. Zelaya	History Rm 321 Ms. Garay	Math Rm 319 Mr.Fenta	ELA Rm 320 Mrs. V	Math Rm 312 Mr. Davis
Period 2	History Rm 321 Ms. Garay	Math Rm 319 Mr.Fenta	ELA Rm 318 Ms. Zelaya	History Rm 320 Mrs. V	Science Rm 312 Mr. Davis
Period 3	Math Rm 319 Mr.Fenta	ELA Rm 318 Ms. Zelaya	History Rm 321 Ms. Garay	Math Rm 312 Mr. Davis	ELA Rm 320 Mrs. V
Period 4	Intervention Rm 319 Mr.Fenta	Intervention Rm 318 Ms. Zelaya	Intervention Rm 321 Ms. Garay	Intervention Rm 312 Mr. Davis	Intervention Rm 320 Mrs. V

	6A	6B	6C	6D	6E
Period 1	ELA Rm 303 Sub	Math Rm 304 Sub	ELA Rm 301 Mrs. Govan	Math Rm 302 Mrs. Young	Science Rm 305 Sub
Period 2	History Rm 303 Sub	Science Rm 304 Sub	Science Rm 305 Sub	ELA Rm 301 Mrs. Govan	Math Rm 302 Mrs. Young
Period 3	Math Rm 304 Sub	ELA Rm 303 Sub	Math Rm 302 Mrs. Young	Science Rm 305 Sub	ELA Rm 301 Mrs. Govan
Period 4	Intervention Rm 304 Sub	Intervention Rm 303 Sub	Intervention Rm 302 Mrs. Young	Intervention Rm 305 Sub	Intervention Rm 301 Mrs. Govan

INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes
6	Select Y/N	146	350	39	215	0	0	0	0	185	54000	59485
7	Select Y/N	146	350	39	215	0	0	0	0	185	54000	59485
8	Select Y/N	146	350	39	215	0	0	0	0	185	54000	59485

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.

Not applicable.

TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The recruitment process at ICEF and VPPA for highly effective teachers includes the following:

- ☐ Posting to national and regional job websites specializing in education such as edjoin.org, calcharters.org, and Education Week's Top Jobs
- ☐ Attending the regional college education fairs
- ☐ Advertising via LinkedIn, Facebook, and other appropriate social media outlets
- ☐ Reaching out to Teach for America
- ☐ Advertising in schools of education at local colleges and universities with schools of education
- ☐ Partnering with colleges and universities to host Student Teachers who can be become candidates for employment upon receiving their credentials
- ☐ Hosting regular school open houses for the community

The School Principal with the support of the Instructional Leadership Team and CMO HR team selects teachers on a resume, application and interview basis. Applicants are asked to conduct a demonstration lesson where feasible. The School Principal makes the final hiring decision.

VPPA works to hire diverse teachers who reflect the demographics of the school, and who have strong content knowledge, and embody the qualities outlined in the ICEF Teacher Effectiveness Framework. Before an offer is made, ICEF HR staff verify all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach. Candidates must also have DOJ clearance and a negative TB test result prior to starting employment. Candidates that are offered employment receive an at-will employee agreement.

ICEF believes that all persons are entitled to equal employment opportunity. The school shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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.

PROFESSIONAL DEVELOPMENT

VPPA will implement a comprehensive model of continuous school improvement that includes staff professional development as well as personalized coaching to help teachers meet the needs of all students, as well as develop teachers' own professional learning plans.

Each year, prior to the opening of school, ICEF teachers across all school sites participate in a summer Professional Development Institute hosted by the Home Office Academic Team that addresses a variety of instructional topics. The sessions are conducted by various experts – the ICEF Academic Team, Principals, Instructional Specialists and outside consultants, if needed. During the year, ICEF teachers meet monthly in grade-level or content areas Cadres to share best practices, analyze data and participate in a Professional Learning Community. In addition to the Summer Institute and monthly Cadre Meetings, ICEF staff and teachers engage in three ICEF-wide Professional Development days, known as Data Days, in which the content is determined by data from student achievement results or data from classroom observations.

At the school site level, each ICEF school holds its own Professional Development every Wednesday on early release days. These early release days allow schools to focus Professional Development workshops on themes and topics specific to learning needs of each school site. These learning needs often include indicators from the ICEF wide Teacher Effectiveness Framework, which encompasses best practices in teaching, based on Charlotte Danielson's Framework for Effective Teaching.

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

Teachers receive additional Professional Development in the following ways:

- ☐ **Departmental Meetings:** Teachers who teach common subject areas work together as a Professional Learning Community to plan lessons that meet the CA CCSS, review formative assessments and determine implications for instruction, problem-solve, and conduct action research on current school issues. These planning sessions are led by the Teacher Leader on the Instructional Leadership Team and/or the Instructional Specialist or Principal.
- ☐ **School Wide Faculty Meeting:** once a month, the faculty will meet with the Principal to discuss current school wide issues, including instruction, school-wide behavior, progress towards the school mission, operational items, and community engagement.
- ☐ **One-to-One Coaching:** New teachers and teachers in need of improvement, receive weekly coaching from the school site Instructional Specialist, Teacher Leader, or a member of the Home Office Academic Team. These coaches conduct classroom observations and provide feedback to support teacher development and help meet students' needs. Coaching sessions include one-to-one coaching conversations, collaborative planning, model lessons, and shared observations of best practices in other classrooms.

Calendar of Professional Development

Professional Development Topic	Approximate Hours	Timeframe
Vision and Mission of VPPA	4	Summer Prior to School Opening
Classroom Management	10	Summer Prior to School Opening and On-going
S.D.A.I.E. Training and Utilizing the ELD and CCSS ELA Framework	16	Summer Prior to School Opening and On-going
Analyzing Units and Learning Targets aligned to the Common Core State Standards	30	Summer Prior to School Opening and On-going
Understanding the Teacher Effectiveness Framework and How it Relates to VPPA and CCSS	24	Summer Prior to School Opening and On-going
Understanding Special Education and Targeting Students' Needs	16	Summer Prior to School Opening and On-going
Analyzing Student Achievement Data in Collaborative Data Talks	30	On-going, during weekly Early Release Days, Departmental Team meetings and ICEF-Wide Professional Development Days
Content-Specific Pedagogy	30	Weekly Departmental Team Meetings
TOTAL	150	

All teachers receive a minimum of 150 hours of professional development a year.

Administrators also receive comprehensive professional development in a number of ways:

Instructional Leadership Coaching – The Chief of Schools and the Vice President of Secondary Student Achievement provide individualized coaching for each School Principal (Principal) weekly or bi-weekly focused on effective and instructional leadership.

Teacher Effectiveness and Curriculum Coaching – The Principal of Teacher Effectiveness, Principal of Secondary Literacy, and the Principal of Math and Science meet bi-weekly or monthly with Principals to conduct classroom walk-throughs and plan professional development based on teacher and student needs.

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

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

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

MEETING THE NEEDS OF ALL STUDENTS

STUDENT SUCCESS TEAM

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

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

SST consists of all or some of the follow individuals; the students' teacher, parent, Resource Specialist, SST Coordinator, School Principal, or designee. An ICEF teacher, staff member, or the parent of an ICEF student can refer a student for an SST.

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

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

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

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

Tier I Intervention – Educational Program

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

Tier II Intervention – Strategic Intervention

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

Tier III Intervention – Intensive Intervention

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

- ☐ Paraprofessionals in addition to the teacher are used to provide small group and one-to-one instruction
- ☐ Student Success Team meeting is held to evaluate student achievement and progress towards goals and to assess the need for special education assessment and services

- ☐ Weekly afterschool tutoring sessions and Saturday School participation

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

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

ENGLISH LEARNERS

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

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

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

While VPPA has very few EL students (currently just 5 ELs enrolled), the instructional program is designed in a way that promotes the academic and social success of all students with special needs, including EL students, with targeted supports and interventions provided for individual needs. The Common Core State Standards for English Language Arts articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

We have structured the curriculum and instructional program to meet the needs of ELs with respect to language development. EL students respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice. The goal is for EL students to gain fluency in English as quickly as possible in a non-threatening setting. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our EL students.

In order to achieve the expectations of the Common Core State Standards and meet the needs of English Language Learners, VPPA adheres to the same the guiding principles of LAUSD, its authorizing agency, as stated in the 2012 LAUSD EL Master Plan (adapted from George Washington University's *Guiding Principles for Educating English Language Learners*):

Principle 1: English learners are held to the same high expectations as all students. VPPA is committed not only to language support, but to helping students achieve mastery of content in all subject areas.

Principle 2: English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing, consistent with expectations of all students. Instruction at VPPA provides ample opportunities for students to engage in the various domains of language in order to master content.

Principle 3: English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. VPPA is committed to providing a well-rounded education in arts, athletics and academics.

Principle 4: English learners receive instruction that builds on their previous education and cognitive abilities that reflects their language proficiency levels. At VPPA, Proficiency Level Diagnosis is key to scaffolding content and driving instruction.

Principle 5: English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students. VPPA is committed to administering the necessary and appropriate assessments to English Learners and using the data from these assessments to guide instruction.

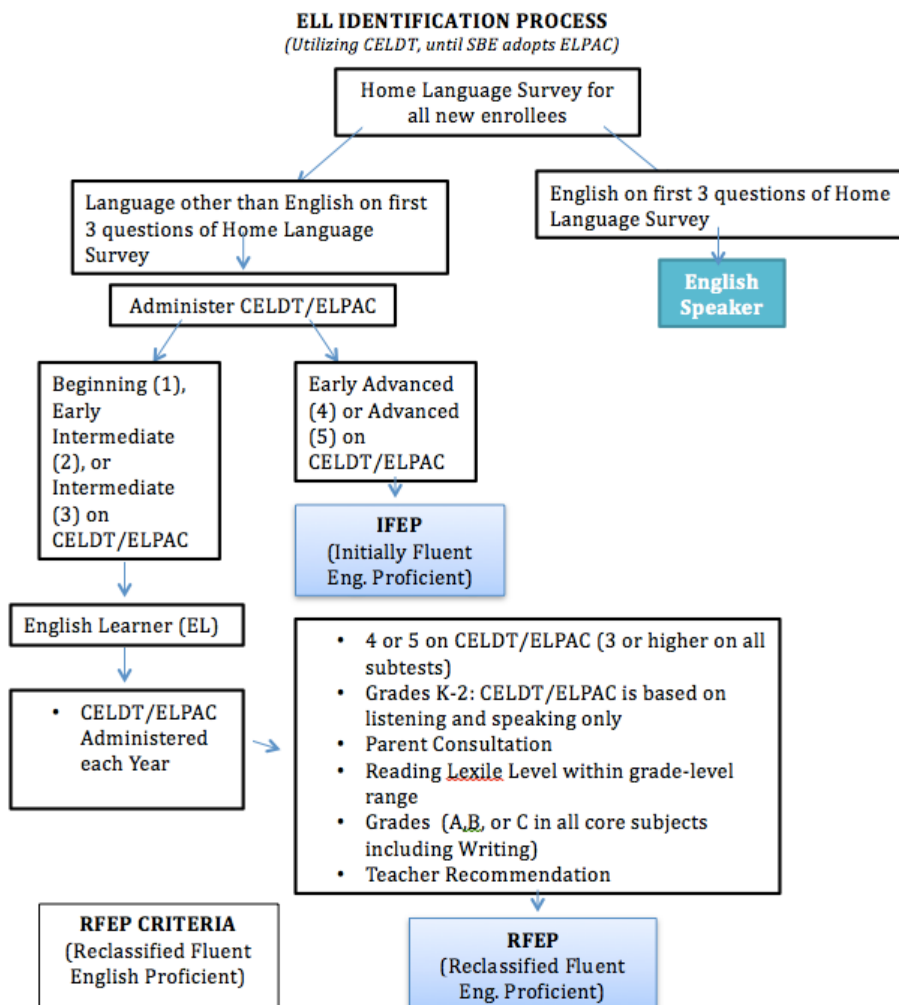
Principle 6: The academic success of English learners is a responsibility shared by all educators, the family and the community. At VPPA, students are served best when the school, families, students and communities join together to ensure students' success.

Process for Identifying ELs

The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready.

VPPA adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment takes place at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The CELDT/ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. VPPA staff notifies parents of the school's responsibility to conduct CELDT/ELPAC testing and inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of results from the publisher.



Educational Program for English Language Acquisition

Recent data indicates that approximately 88% of the school's ELs, according to the July 2013-14 California English-Language Development Standards, are categorized as "advanced" or "early advanced" on the CELDT, and nearly all of the other ELs are "intermediate" English Learners (CDE Data Quest, CELDT). These categories, in terms of the new CA ELD Standards, translate to the "expanding" and "bridging" levels on the ELPAC.

Teachers provide ELD support by incorporating strategies for **Integrated ELD**, or content instruction that supports the development of languages uses specified by the CCSS for ELA/Literacy and CA ELD Standards and by providing strategies for **Designated ELD**, in which students receive specialized instruction that builds *into* and *from* content instruction in ELA and other disciplines (California Department of Education, 2012).

Students at VPPA have the option of receiving ELD support through two programs – Program 1, English Language Development and Specifically Designed Academic Instruction in English (SDAIE) and Program 2, English Language Development with Primary Language Support.

PROGRAM 1 – ELD WITH SDAIE	PROGRAM 2 – ELD WITH PRIMARY LANGUAGE SUPPORT
Students receive Integrated and Designated English Language Development through the use of Specifically Designed Academic Instruction in English (SDAIE) strategies in all content areas.	Students receive 20 minutes a day of English Language Development as well as the use of SDAIE (Specially Designed Academic Instruction in English) strategies - Strategies to teach ELL students core curriculum content. Students also work 1-1 or in small groups with an Instructional Assistant and/or Teacher.

These two programs incorporate the shifts towards the CCSS and CA ELD Standards by emphasizing the importance of providing **Integrated ELD**, or content instruction that supports the development of languages uses specified by the CCSS for ELA/Literacy and CA ELD Standards and by providing **Designated ELD**, in which students receive specialized instruction that builds *into* and *from* content instruction in ELA and other disciplines (California Department of Education, 2012).

Because the school's EL population is more advanced, the school focuses instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and teachers use SDAIE strategies.

Two key components supporting ELs are identification and support from paraprofessionals and contracted service providers. This instructor provides ELs with the necessary counseling and academic planning necessary to ensure all ELs graduate college and career ready. All ELs have Individualized Learning Plans whereby English Language Development goals are identified and monitored. Newcomer students' specific needs will be assessed by the initial CELDT/ELPAC, which VPPA administers within mandated timelines. VPPA teachers are trained in the use of strategies to support ELs throughout instructional delivery and differentiated practice. Students who need additional Designated ELD instruction receive it through ICEF's Targeted Group Structures Model, as well as during Intervention. In addition, VPPA hired in 2015 a bilingual guidance counselor who will service the EL student population.

How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC

VPPA bases its English Learner support program on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, VPPA will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

As guided by the CA ELD Standards, VPPA teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level

Descriptor, annually as measured by the CELDT. Our EL Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

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

VPPA provides Integrated ELD by incorporating the essential features of Integrated ELD Instruction in all lessons, as described in the 2014 ELD/ELA Framework. Lessons that incorporate Interactive ELD must be interactive and engaging, meaningful and relevant, intellectually-rich and challenging, build on prior knowledge, include scaffolding, focus on content knowledge and academic English, and value the primary language.

To help ELs meet high academic standards in language arts it is essential that they have access to:

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

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

Teachers will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques which will be the primary strategy to meet the needs of English Learners. The instructional design model used by VPPA will place a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of other instructional strategies to be used specifically with English Learners.

Additionally, VPPA utilizes the following resources and/or strategies:

Sheltered Instruction Observation Protocol (SIOP)– ICEF Public Schools implements a Teacher Effectiveness Framework to evaluate all teacher-delivered instruction. The ICEF TEF is based on the work of Charlotte Danielson's *Framework for Effective Teaching*. To ensure that English Learners are receiving adequate support, ICEF Public Schools focuses on key components of the SIOP as they related to the ICEF TEF.

Language Objectives – ICEF Public Schools believes excellence is achieved when students are engaged in rigorous and relevant learning experiences that promote discourse, inquiry, and the application of critical thinking skills. The creation of Language Objectives allows teachers to scaffold instruction when teaching the three modes of communication – interpretation, collaboration and production.

Thinking Maps – Thinking Maps® are a collection of graphic organizers which assist in language learning by creating consistent visual patterns to eight specific thought processes. By using these patterns of thinking, students are able to interpret language and apply language to higher level and critical thinking.

Total Physical Response (TPR). Developed by James J. Asher, TPR is a language learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Teachers incorporate TPR when designing lessons, as per the ICEF Teacher Effectiveness Framework 1.2B, Creating cognitively engaging learning experiences for students.

ICEF Public Schools provides Designated ELD Instruction utilizing the Essential Features described in the ELA/ELD Framework (2014) developed by the CDE. These include ensuring lessons are of intellectual quality, have an academic focus, provide opportunities for extended language interaction, focus on meaning, focus on forms, contain planned and sequence events, provide scaffolding, have clear lesson objective, and that teachers provide corrective feedback and opportunities for formative assessment.

Additionally, ICEF Public Schools implements the following resources and/or strategies:

Targeted Group Structures Model – ICEF Public Schools implements a Targeted Group Structures Model, in which students engage in three types of instructional groups – the Collaborative group, the Independent Group and the Direct Instruction Group to achieve specific learning targets.

- ☐ In the Collaborative group, students are assigned content area instruction that incorporates the three modes of communication – interpretation, collaboration and production.
- ☐ In the Direct Instruction Group, the teacher leads a small group in targeted content area instruction, which includes scaffolds for English Language Development. Student composition of the small group is determined by various forms of data, including achievement on assessments, exit tickets, Lexile level and English Language Proficiency Level.
- ☐ In the Independent Group, students work independently, utilizing technology-based instruction.

iReady – iReady is a web-based adaptive learning curriculum for Math and English that pinpoints scholar's needs down to the sub-skill level. This program offers a rigorous learning experience that incorporates the Common Core Standards. iReady's program is administered in three steps. First, scholars take a diagnostic assessment to measure progress versus their baseline data. The adaptive iReady diagnostic assesses in five main Common Core areas: phonological awareness, phonics, high-frequency words, vocabulary and comprehension of literature and informational texts. The adaptive Math Diagnostic covers the main Common Core domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

After the initial assessment, scholars will experience differentiated instruction based on their needs. The instruction can be either teacher lead, which informs whole class and/or small groups, or the

instruction is differentiated through independent on-line instruction. Finally, students' growth will be monitored throughout the year using the iReady Standards Mastery Checklists, and data from the mid-year and end of year Growth Report.

This school year we will have a structured schedule where scholars will have the opportunity for a targeted time. ELA and Math teachers will allow for a combined minimum of 220 minutes of iReady screen time. During our Wednesday Fundamentals/Enrichments, the following schedule will be used:

Grade Level	Week
8th	1st Wednesday of the month
7th	2nd Wednesday of the month
6th	3rd Wednesday of the month
All	Make-up for absent students or those who have low minutes/lessons completed for the month

Primary Language Support – During this independent work time, a student who falls into the Native Language or Early Emerging Proficiency Level Descriptor may receive Primary Language Support from an Instructional Assistant or software based program.

In 2016-2017 VPPA implemented a structured schedule where scholars have the opportunity to work on I-ready and Achieve3000 in ELA, Math and History class during Targeted Group Structures.

As noted above, Achieve3000 provides daily differentiated instruction for nonfiction reading and writing that is precisely tailored to each student's Lexile reading level. Students will complete two lessons a week while maintaining 75% on each activity. iReady is an innovative adaptive assessment and engaging personalized instruction program for math. I-ready will provide individualized Online Instruction based on the student's individual skill level. iReady will assess the needs of the students while monitoring their progress throughout the school year. Students will be on iReady 50 minutes per week.

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

Every year, the School Principal, the Home Office Instructional Team and Board reviews the school's EL program, surveying teachers, students, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the VPPA EL program is effectively meeting the needs of our students.

The School Principal at VPPA is responsible for ensuring the quality and success of all instructional programs, and reports to the Board monthly on progress towards academic goals, including serving EL students. Teachers regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. All teachers document the progress of their EL students at each individuals' targeted ELD level.

Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by CELDT/ELPAC results.

Process And Specific Criteria For Reclassification

VPPA uses annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation.

The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the VPPA Student Information System (Q), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

The following assessments are examples of EL evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

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:

Reclassification Criteria	
CELDT – Annual	CELDT (or equivalent ELPAC) overall score of 4 and 5 And Scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation	Progress Report Card Marks of A, B, or C in ELA and Math
Skills Assessment	Student Lexile level is within the grade-level bands per the last progress monitoring assessment of iReady or Achieve 3000.
Parent Approval	Parent Consultation and Approval

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

In order to meet the individual needs of each English Learner, the EL Coordinator systematically monitors student performance using a variety of formal and informal assessment methods, including standardized tests. Teachers will compile student work samples and assessments and evaluate progress at least twice annually. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs. Students scoring at the lowest levels of the CELDT/ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that VPPA provides for all students.

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

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

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

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

It is VPPA's philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

Overall Proficiency: A general descriptor of ELs' abilities at entry to, progress through, and exit from the level;

Early Stages: Descriptors of abilities in English language that ELs have at the early stages of the level; and

Exit Stages: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

Three Modes of Communication: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and

Two Dimensions of Knowledge of Language: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

The EL Coordinator serves as the CELDT / ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The EL Coordinator will continue to monitor students reclassified as RFEP during a period of two years following redesignation to ensure that they maintain English proficiency, will retest any students who appear to not maintain proficiency and may reclassify these students as ELs once again if indicated by the school’s criteria.

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

Since the needs of LTELs are varied, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. VPPA makes students and their parents/guardians aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as benefits to reclassification and ways to address to reclassification. LTEL students are given another layer of intervention. In addition to the supports already embedded within the school day (i.e. extra support classes in English, Math, Study Skills and Test Prep), the EL and Intervention Specialist will provide dedicated ELD instruction in self-paced classes. These classes are planned with the student’s EL level in mind and teachers alter the pace based on each student’s language acquisition.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

As a charter school focused on college and career readiness, ICEF Public Schools believes that all students are entitled to a rigorous instructional program typically reserved for high achieving students. All students receive rigorous and relevant instruction in which they can express their learning through various tasks – paper and pencil, performance, exhibitions, portfolios, projects, and others. Students participate in a variety of learning tasks aligned to Bloom’s Taxonomy and Webb’s Four Depths of Knowledge Levels – Recall and Reproduction, Skills and Concepts, Short-Term Strategic Thinking and Extended Thinking.

ICEF Public Schools utilizes an ICEF-Wide Assessment System to monitor student progress on California Common Core State Standards. Students are assessed every twelve weeks. Additionally, iReady, an online computer adaptive program, is used to monitor students’ Reading Lexile and Math Performance

Levels. Data from these assessments, as well as the teacher-driven Interim Assessments, are regularly analyzed and disaggregated to inform instruction. During these Data Analyses sessions, high achieving students are identified to ensure that instruction is differentiated through ICEF's Targeted Group Structures Model.

Targeted Group Structures Model

ICEF Public Schools implements a Targeted Group Structures Model, in which students engage in three types of instructional groups – the Collaborative group, the Independent Group and the Direct Instruction Group to achieve specific learning targets.

- ☐ In the Collaborative group, students work together in pairs or groups to complete collaborative learning tasks. High achieving students may work on partner/group projects or extension activities related to content area.
- ☐ In the Direct Instruction Group, the teacher leads a small group in targeted content area instruction, including hands-on experiences, opportunities to study topics in depth, reading more complex texts or completing higher level math activities.
- ☐ In the Independent Group, students work independently, utilizing technology-based instruction targeted to their achievement level.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

As a charter school focused on college and career readiness, ICEF Public Schools believes that all students are entitled to a rigorous instructional program typically reserved for high achieving students. All students receive rigorous and relevant instruction in which they can express their learning through various tasks – paper and pencil, performance, exhibitions, portfolios, projects, and others. Students participate in a variety of learning tasks aligned to Bloom's Taxonomy and Webb's Four Depths of Knowledge Levels – Recall and Reproduction, Skills and Concepts, Short-Term Strategic Thinking and Extended Thinking.

ICEF Public Schools utilizes an ICEF-Wide Assessment System to monitor student progress on California Common Core State Standards. Students are assessed every twelve weeks. Additionally, iReady, an online computer adaptive program, is used to monitor students' Reading Lexile and Math Performance Levels. Data from these assessments, as well as the teacher-driven Interim Assessments, are regularly analyzed and disaggregated to inform instruction. During these Data Analyses sessions, high achieving students are identified to ensure that instruction is differentiated through ICEF's Targeted Group Structures Model.

STUDENTS ACHIEVING BELOW GRADE LEVEL

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

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

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

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

Identifying Students Performing Below Grade Level

VPPA will screen the following data to identify at-risk students:

1. Students scoring in the lowest quartile on the internal Benchmark, Interim, or iReady Progress Monitoring Assessment
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
3. Students scoring at Standard not Met on the Smarter Balanced Assessment Consortium (SBAC)
4. EL students who do not advance a performance level over the course of a year based on CELDT data and internal curricular ELD assessments.

Intended Goals and Outcomes of Students Performing Below Grade Level

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

Strategies to Improve the Performance of Below Grade-Level Students

1. Student will participate in a Summer Bridge Program to complete Diagnostic Exams and receive intervention, as needed.
2. By the end of the sixth week of school, all parents of students at VPPA, identified as low achieving, have been informed of their child's academic standing.
3. At Back to School Night during Parent Information meetings, parents are given specific suggestions as to how to help their child at home.
4. The classroom instructional model will include flexible groupings within the core content class to access online intervention programs through the Targeted Group Structures Model, participate in peer tutoring, or take part in small group individualized instruction.
5. A list of available tutoring, library and enrichment resources will be made available for parents of all students.
6. Staff development sessions are devoted to differentiated instruction including how to meet both the needs of low achieving students and gifted students.

7. In the classroom, paraprofessionals and volunteers provide individualized assistance as directed by the teacher.
8. Preparation and follow-up activities such as field trips, guest speakers and assemblies focus on language development and conceptual understanding of material presented and/or experiences shared.
9. Principals will participate in regular Data Analysis meetings with the Home Office Chief of Schools and/or Instructional Team to discuss student progress, track services and monitor the Response to Intervention (RTI) program.
10. Students will be provided with opportunities for credit recovery, as needed

Credit Recovery

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

SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

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

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

STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

STUDENTS IN OTHER SUBGROUPS

VPPA offers a variety of support for students with extraordinary needs, such as foster youth, those who are homeless, or have other significant needs. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling and referrals to outside resources. The SST process, RTI program, and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including to outside agencies, if needed. Our homeless and foster youth subgroup data will be tracked as we do all other subgroups; each student's individual proficiency and growth will be assessed over time as detailed throughout this petition.

A TYPICAL DAY

A Typical Day: Middle Grades

A typical middle school student's day reflects our intentional blending of strong academics and a focus on personal development. The following illustrates what a visitor would experience, as a scholar, in a "Typical Day" of an 8th grade scholar at VPPA:

8:00 a.m.

You arrive with the flag welcoming you to "View Park Preparatory Accelerated Middle School, a community of proud Knightly Scholars." You walk onto our newly built campus and into the multipurpose room where our staff, along with your fellow scholars, greet you as they wait for the school day to begin. You can hear the laughs and chatter as students enjoy the company of friends over a delicious breakfast meal.

8:20 a.m.

Scholars are instructed to make sure their areas are cleaned. You can hear the words of encouragement from staff members over the microphone telling students that they are capable and expected to have a wonderful day. Students are escorted out of the MPR and ushered up the stairs to the third floor. At each flight of stairs, a staff member greets you along the way. Teachers welcome you into the classroom.

8:30 a.m.

You are now in your classroom, and the teacher makes general school announcements for the day and checks your homework. Your teacher instructs you to take out your planner and write down the assignments and homework. You hear papers ruffle as students begin working on their Do Now.

After announcements and homework check, the teacher informs you of the objective/learning target that will be reached for the subject that will be taught. You are then engaged in a variety of activities, both whole class and small group that will help you learn the skills being taught for the day.

9:50 a.m.

It is time for you to pack up your belongings and head off to your ELA class for instruction. Today you will be engaged in Reader's Workshop. Reader's Workshop starts with a mini-lesson. You take out your Language Arts binder that is divided into eight sections. One section is devoted entirely to mini-lessons and notes from mini-lessons. The section begins with a table of contents that is filled in each day, noting the subject of the lesson.

We read short texts in the mini-lessons, so that your classmates have a common text, but can still focus on your independent novels. This allows your teacher to differentiate more in conferences, but all your classmates will have a common text at hand. Together we read Less is More, by Kimberly Hill Campbell.

After the mini-lesson and guided practice, you break into independent reading. During this time, you curl up on a beanbag and read *Fallen*, a *Bluford High Series*, putting into practice the skills we have learned. After 30 minutes of reading your teacher has an individual conference with you discussing your novel and the elements of literature.

Sometimes, you will read whole-class novels, which allow you to have a common text for an extended period of time. You will do a lot of text marking, which teaches you how to annotate your books. This is

a skill you will need in future years.

A favorite part of each day is at the end of class. That's when we have our read-aloud. During the read-aloud teachers model higher-level thinking and other comprehension skills. Students love it! Students are exposed to various genres and everyone can be seen reading throughout the day.

11:10

During your PBIS lesson, you read an article on bullying and then discuss with your class, how bullying adversely affects others. Your group develops strategies for promoting anti-bullying on your campus. You create a poster and share out at the end of class.

11:40 a.m.

You head out for nutrition and go out through the main doors to the playground area. You have the choice of heading to the outside kitchen window to get second-chance breakfast, or you head straight to the playground area where you can play basketball, chess, hopscotch, or engage in a number of other fun activities.

12:00 noon

You enter your classroom. The desks are organized into three stations of 10; you will be working in Targeted Group Structures. On the board the teacher has posted the activities for each station (direct, collaboration, and independent).

In the direct instruction group, you and nine classmates are seated in the front of the class and the teacher is instructing the lesson using Gizmo (simulated lesson) on the Promethean Board mounted on the wall while each student has a chromebook. At the commencement of the lesson, you review the vocabulary words you learned yesterday (attract, bar magnet, ferromagnetic, magnetize, north pole, repel, south pole).

Your teacher activates prior knowledge by proposing questions BEFORE using the Gizmo.

1. What happens when you place two magnets close together?
2. What objects do magnets stick to? Make a list.
3. What do these objects have in common?

Gizmo Warm-up: What is attracted to magnets?

You then work with your group on the Gizmo and using magnets to complete a variety of tests and respond to prompts.

In the group behind you, scholars are working in the collaborative group. Scholars have textbooks, and materials to complete the assignment. They are creating charts to explain the process of magnetism. They are documenting the answers on the Cornell Note worksheet, and conferring with their classmates to point out correct answers and address miscalculations.

The group to the left of you is in the independent station. These scholars are experimenting with various items made of copper and iron to determine the level of magnetic pull.

After 25 minutes, each group rotates, and the lesson begins again. This cycle continues for one more session allowing you to participate at each station.

1:20 p.m.

It's now time for lunch. You line up for lunch and then eat with your friends. At the end of lunch students gather around tables in the middle school courtyard and enjoy time to play on our expansive playground, which includes 5 basketball hoops, plush green turf, and areas for jump rope, hopscotch, chess and other games. Some students may be involved in lunchtime fellowship with the principal or other interest-based clubs.

2:10 p.m.

Your PE teachers meet you outside and escort you to the turf. As you patiently wait, you are instructed over the rules of rugby and the expectations for the game today. Now it's time to gather your equipment. You are beyond excited because you have been looking forward to this class all day. You want your team to win. After enjoying an energetic rugby game, you put your equipment up and prepare for dismissal.

3:30 p.m.

You are dismissed from your last class. You quickly head to the MPR to wait for The 'My Voice Matters' instructor to escort you to class for your after school leadership program. During class you are taught the importance of being informed about topics that affect your community. You learn strategies and techniques for solving problems. The school day has come to an end and you look forward to your next day at VPPA.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

VPPA acknowledges the importance of student assessments and the information derived from progress monitoring student achievement. VPPA commits to consistent data analysis of student progress and to use the data in order to improve the instructional program. Assessments are consistent with the standards set forth by the California Common Core State Standards and College and Career Anchor Standards and are utilized as tools to determine student's learning needs. VPPA utilizes the following formative and summative assessments for student learning:

Assessment Tool Name	When Administered	Purpose for Administering	Performance Goals
CAASPP Assessments - Smarter Balanced Consortium	Annually	Measure the achievement of CCSS and California content standards in English-language arts and Science	VPPA seeks to meet or exceed the CA Mapp Targets in ELA and Math.
Math Placement Exam	Incoming Students	To determine students' math performance skills for proper placement To create instructional plans for students	All students will master core academic skills in reading and mathematics scoring 80% or higher.
iReady Progress Monitoring Reading Exam	6 weeks progress monitoring, as needed	To determine students' Lexile levels To assess students' reading progress To determine implications for instruction	Students will meet the minimum Lexile levels the specific grade-level
NWEA MAP (Measure of Academic Performance)	Three times a year	To analyze students' growth and progress To determine implications for instruction, including intervention	Student will achieve average yearly growth level established by NWEA

Achieve3000 LevelSet	Three times a year	To assess student Lexile Levels and monitor Lexile growth	Student will meet achievement goal established by Achieve3000
Publisher Assessments, Teacher Assessments, Authentic Assessments, Performance Tasks and Projects	As Needed Daily Monthly Before and After Every Unit	To assess teaching practices and monitor student learning To inform instruction	Multiple times during the year

Thus, throughout the year, assessments are given continuously in ELA and Math:

- 1.) Benchmark 1 Assessment at the Beginning of the year
- 2.) Benchmark 2 – Assesses 12 weeks of instruction
- 3.) Benchmark 3 – Assesses 25 weeks of instruction
- 4.) Performance Task – An assessment for each content area requiring a written response or student led solution
- 5.) 1 End of the Year Summative Assessment
- 6.) Interim and Embedded Assessments – assesses 6-8 weeks of instruction on any given unit

Additionally, ICEF regularly collects data on students' Lexile levels., utilizing an online software program. Progress monitoring of Lexile Levels will take place between six and ten weeks, based on the online software program.

Throughout the year teachers use a variety of assessment data including short-term and long- term projects, portfolios, performance tasks, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. School leaders and teachers use the Illuminate Assessment System to monitor and analyze student performance. All data is collectively analyzed by the School Site, ICEF Grade-Level or Subject Level Cadres, and with the School Site Instructional Leadership Team to share best practices, identify student areas of needs and create actionable instructional plans.

VPPA teachers will conference with students and parents to regularly discuss student progress towards College and Career Readiness.

Over three years in middle school, the following over-arching standards-aligned objectives are tracked:

Subject	Measurable Outcomes	Assessment Tools
English- Language Arts	<input type="checkbox"/> Read closely and analyze complex texts	- Benchmark Exams
	<input type="checkbox"/> Produce a variety of writing incorporating task, purpose and audience	- Diagnostic Exams
	<input type="checkbox"/> Utilize evidence to support claims in reading, writing, listening and speaking	- Performance Tasks
		- CAASPP assessments
		- Student Report Cards
		- Interim and Progress Monitoring Assessments

Science	Through investigation and experimentation students will understand the principles of chemistry, life science, physical science, and Earth and environmental science.	<ul style="list-style-type: none"> - Benchmark Exams - Test - Student Report Cards - CST for Science/CAASPP Assessment Requirements (when applicable)
Math	<p>Students will study mathematics, understanding the principles and usage of college preparatory mathematics.</p> <p>Students will demonstrate the Eight Mathematical Practices per the Common Core Standards.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> - Benchmark Exams - Diagnostic Exams - Performance Tasks - CAASPP assessments - Student Report Cards - Interim and Progress Monitoring Assessments
History	Students will demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view.	<ul style="list-style-type: none"> - Benchmark Exams - Diagnostic Exams - Performance Tasks - Student Report Cards - Interim and Progress Monitoring Assessments
Visual Arts	Students will have the opportunity to learn how to draw, paint, sculpt, and animate.	<ul style="list-style-type: none"> - Diagnostic Exams - Performance Tasks - Student Report Cards - Interim and Progress Monitoring Assessments and Projects
Physical Education	Students will develop a life-long approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage	<ul style="list-style-type: none"> - Report Cards - Fitness Tests

in weekly aerobic and team building activities.

DATA ANALYSIS AND REPORTING

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

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

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

ICEF Middle School Grading Policy

VPPA is implementing standards-based reporting to determine if students achieve mastery in core content areas.

Performance Levels	Rubric Base	Quality Points	Percentage Equivalent	Letter Grade
Exceeds Standards	4	4.0	95-100	A
		3.9	94	
		3.8	93	
		3.7	92	
		3.6	91	
		3.5	90	
		3.4	89	
Meets Standards	3	3.3	88	B
		3.2	87	
		3.1	86	
		3.0	85	
		2.9	84	
		2.8	82-83	
		2.7	80-81	
Approaching Standards	2	2.6	79	C
		2.5	77-78	
		2.4	76	
		2.3	75	
		2.2	74	
		2.1	72-73	

Does Not Meet Standards	1	2.0	70-71	NP
		1.9	69	
		1.8	68	
		1.7	67	
		1.6	66	
		1.5	65	
		1.4	64	
		1.3	63	
		1.2	62	
		1.1	61	
	0	1.0	60	
		0.9	59	
		0.8	58	
		0.7	56-57	
		0.0-0.6	0-55	

Additionally, the Performance Levels described above are used to assess the following Learner Behaviors:

- ☐ Listens actively
- ☐ Follows directions
- ☐ Accepts responsibility for own behavior
- ☐ Stays on task and uses time efficiently
- ☐ Completes class work on time
- ☐ Completes homework on time
- ☐ Collaborates well with others
- ☐ Demonstrates critical thinking effectively
- ☐ Uses technology effectively

Before a student receives a grade of “1” the parents/guardian must first be notified.

Parent-Student Teacher Conferences

VPPA commits to consistent communication between home and school. When a student experiences academic challenges, the teacher and/or college counselors are required to schedule a meeting with the parents to discuss the progress and determine an action plan for improvement. Additionally, parent conferences are scheduled each semester. Progress reports are reviewed and parents are provided with academic updates.

Progress Reports

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

Report Cards

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

PROMOTION AND RETENTION POLICY

Promoted students will have earned a passing grade in each of their classes over the course of the year and will have met the school's behavior standards for that grade level. Teachers clearly state the grading standards for their class at the beginning of the year. If a student fails any class over the course of the year, she/he is in danger of repeating the grade. *Please contact your child's teacher, if you have questions about your child's academic standing or course requirements.*

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

LEGAL AND POLICY COMPLIANCE

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

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

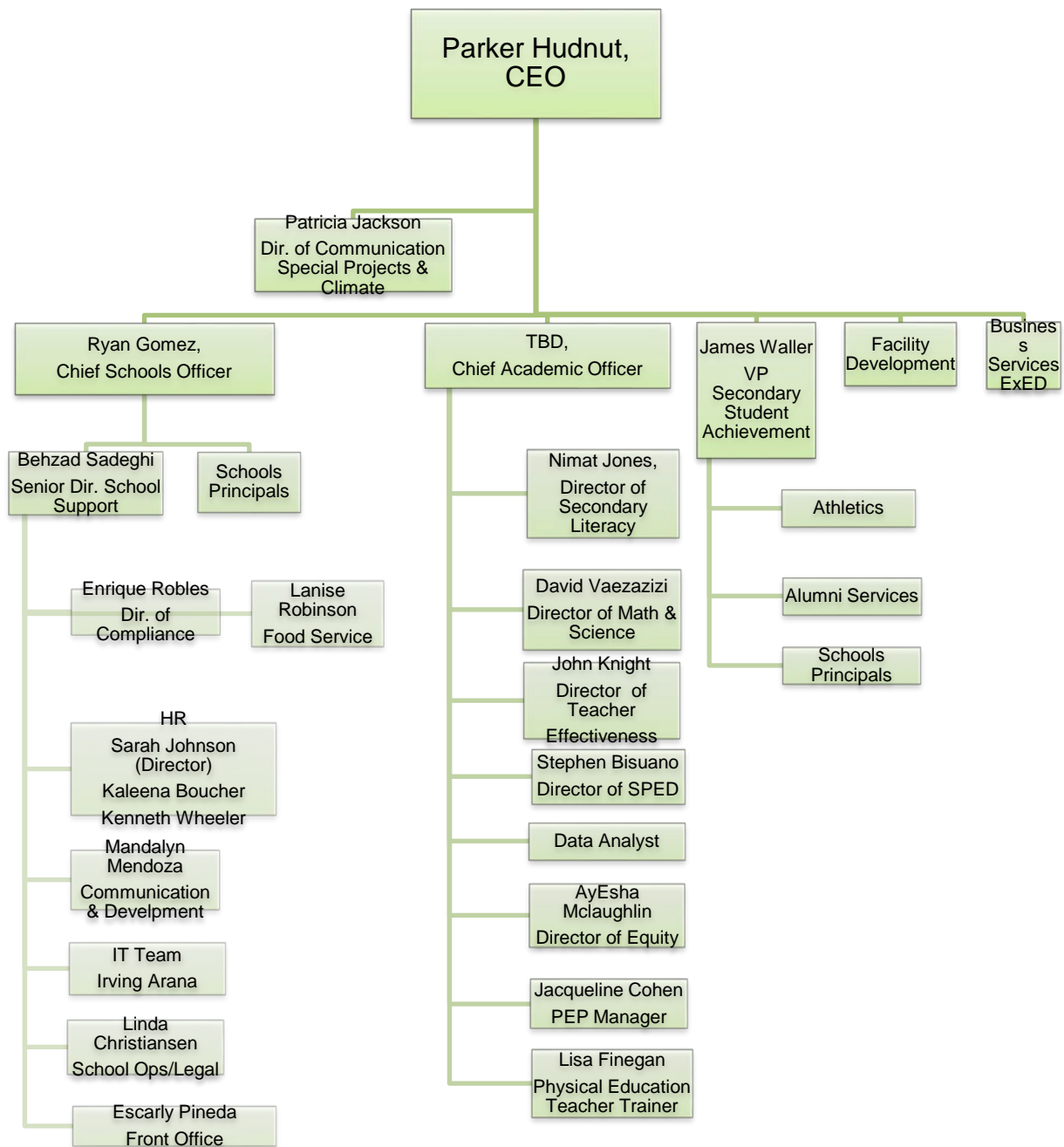
The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and any contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not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

ICEF, a California non-profit public benefit corporation, is the Charter Management Organization (hereinafter refer to as “CMO”) for VPPA. ICEF operates as a d/b/a known as ICEF Public Schools. Each of its schools including VPPA also operates as a d/b/a of ICEF. As the CMO for VPPA, ICEF’s Board of Directors has the legal and fiduciary responsibility for VPPA. ICEF will provide LAUSD with annual programmatic and fiscal audits for VPPA. All management responsibilities not specifically designated to the Board are delegated to the CEO and the Executive Management Team, which is comprised of the Chief Operating Officer, Chief Financial Officer, and the Chief Academic Officer.

ICEF’s Board of Directors is a self-selecting and self-governing body as outlined in its Articles of Incorporation and By-laws. The CMO operates under the requirements of the Brown Act and its representatives, parents, employees, or community members may attend any ICEF Board meeting. The Board, by written resolution, may create one or more committees, each consisting of two or more voting members who serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. Standing committees of the Board of Directors include: Audit, Finance, Nominating and Education. Restrictions on the powers of committees are itemized in ICEF’s Bylaws.

Attached, in Tab 3, please find the ICEF Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code and Conflict of Interest Policy.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

The Board provides fiscal and educational accountability by approving and monitoring the budgets, other financial matters, educational progress and program implementation. The Board also helps ensure effective organizational planning by approving mid and long-range academic goals, financial goals and annual CMO objectives. The Board monitors ICEF's general policies such as health, safety, facility use and maintenance, and fundraising, and ensures that school resources are managed effectively. The ICEF Board assesses each school's progress with regard to its enrollment, staff quality, and academic goals. It is responsible for ensuring that the leadership is held accountable for fulfillment of those its goals.

Additionally, Board's duties include but are not limited to:

- ☐ Articulating the mission and core values
- ☐ Leading effective organizational and strategic planning
- ☐ Ensuring financial sustainability by proving fiscal accountability, monitoring the budget, and ensuring effective use of school resources
- ☐ Assisting with ICEF Fundraising
- ☐ Conducting oversight of school academic programs
- ☐ Creating a comprehensive public relations strategy
- ☐ Self-evaluating and improving school and organizational performance
- ☐ Approving and monitoring general CMO and individual school policies and procedures

EXECUTIVE MANAGEMENT TEAM

The Board of Directors delegates the corporation's day-to-day operations to the Executive Management Team. ICEF's corporate office provides services for general school operations including but not limited to human resources, IT operations, fundraising, grant writing, facility and site development, real estate purchases, budgeting/forecasting, accounting, payroll, compliance/reporting, service vendor contract negotiations, management, acquisition and special projects. Moreover, ICEF's corporate office supports the schools' instructional operations, professional development, student services coordination, and curriculum implementation. ICEF monitors and adheres to the applicable charter process and laws. ICEF uses an accounting system that adheres to Generally Accepted Accounting Principles (GAAP). ICEF's Executive Management Team is comprised of (1) Chief Executive Officer, (2) Chief Schools Officer, (3) the Chief Academic Officer and (4) the Vice President of Secondary School Achievement.

A general description of the duties and responsibilities of the members of the Executive Management Team is provided below:

Chief Executive Officer

- ☐ Carries out the plans and goals established by the Board of Directors.
- ☐ Acts as the liaison between the Board and the schools.
- ☐ Leads the development and implementation of the organizations vision, mission, and overall direction.
- ☐ Presides over the Executive Management Team as they carry out the day-to day organizational operations and strategies.
- ☐ Supervises the members of the Executive Management Team.
- ☐ Ensures that ICEF operates within approved budgets and operating plans.

- ☐ Ensures that Board Members have adequate and current information to make sound decisions and judgments.
- ☐ Ensures that ICEF is appropriately organized and staffed.
- ☐ Ensures that ICEF maintains compliance with legal regulations, laws, and requirements.
- ☐ Works with committees of the Board where appropriate and as determined by the Board.
- ☐ Develops and implements operational policies, strategic plan, and Annual Operating Plans.
- ☐ Works with the ICEF Board and the ICEF Family to raise funds for the organization and promote the ICEF brand.
- ☐ Oversees the preparation of quarterly and annual financial statements.
- ☐ Oversees the annual auditing of the ICEF and school financial statements.
- ☐ Works with the Board and the schools to be a liaison with the schools, staff, stakeholders, and the community at large.
- ☐ Works with the Board's Nominating Committee to find future ICEF Board Members.

Chief Schools Officer

- ☐ Manages the organization's day-to-day operational and reports on these to the CEO.
- ☐ Oversees ICEF's operations, human resources, IT operations, special projects, and administration and facilities departments.
- ☐ Insures compliance with federal, state and local regulations.
- ☐ Develops administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- ☐ Develops and implements training programs to expand the capacity of all staff.
- ☐ Ensures the continued financial viability of ICEF's operational units through sound fiscal oversight.
- ☐ Oversees all purchasing and payroll activity for staff and participants.
- ☐ Oversees the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports, reports to funding agencies, development and monitoring of organizational and contract/grant budgets.
- ☐ Develops and implements a staff recruiting system.
- ☐ Oversees the maintenance of the inventory of all fixed assets, including assets purchased with government funds (computers, etc.) ensuring all are in accordance with federal regulations.
- ☐ Reviews and implements the budgets for the schools.
- ☐ Serves as an active participant with the Board's Education Committee that meets to review the educational direction and processes for the organization.

Chief Academic Officer

- ☐ Plans, designs, develops, and delivers a network-wide education program and services that fulfill the schools and the organization's educational needs.
- ☐ Ensures compliance with the appropriate use of LCFF funds and the development and implementation of LCAP plans that meet the state educational priorities.
- ☐ Organizes and executes a network and school wide professional development plan for teachers and administrators that provides for the organization and school transition to Common Core State Standards, and the ICEF Concentric Circles Learning program.

- ☐ Oversees the Special Education and Student Services Departments that provide services to schools and students.
- ☐ Serves as an active participant with the Board’s Education Committee that meets to review the educational direction and processes for the organization.

Vice President of Secondary Student Achievement

- ☐ Ensures compliance with the appropriate use of LCFF funds and the development and implementation of LCAP plans that meet the state educational priorities.
- ☐ Focuses on work and oversees middle and high school programs
- ☐ Oversees the Special Education and Student Services Departments that provide services to schools and students.
- ☐ Ensures that Title funds are used in an appropriate manner to increase services for qualified students.
- ☐ Ensures meaningful involvement of all school stakeholders in schools’ decision making process.
- ☐ Develops and oversees the organizational and school Discipline Policy.
- ☐ Serves as an active participant with the Board’s Education Committee that meets to review the educational direction and processes for the organization.

Additional job descriptions, including for all school site staff, are included in Element 5.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Charter School will be governed by ICEF’s Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

ICEF’s Board consists of a minimum of three (3) and no more than twenty-one (21) members; the exact number will be determined from time to time by a majority of the then authorized and acting Directors. Pursuant to Section 5227 of the California Nonprofit Law, no more than 49 percent of persons serving on the Board of Directors may be interested persons. Board members represent of a variety of perspectives, ethnicity, race, gender, age, geography, disciplines, and socio-economic backgrounds. Collectively, board members constitute as wealth of skills, knowledge and expertise crucial to charter school operations, including but not limited to education reform, charter school management, business administration, public administration, legal, financial, real estate, fundraising, strategic planning, marketing, human resource and public relations. Board member’s abilities and associations serve as key resources to charter’s school operations. The Board Member requirements and responsibilities are outlined in the ICEF Corporate ByLaws.

ICEF Current Board Members:

David G. Moore	Chairman	<i>Term Exp. June 30, 2019</i>
Ranie Lambe	Board Secretary	<i>Term Exp. June 30, 2017</i>
William Lucas	Board Member	<i>Term Exp. June 30, 2019</i>
Tramell Johnson	Board Member	<i>Term Ex. June 30, 2018</i>
Brandon Roberson	Board Member	<i>Term Exp. June 30, 2018</i>
Tom Strickler	Board Member	<i>Term Exp. June 30, 2017</i>

Member Selection Criteria and Process

Selection Process: The Board annually appoints a Nominating Committee. The Nominating Committee develops the criteria for new board members based on the current board needs and that reflect the skills needs for the effective oversight of the schools. Based on the criteria, the Nominating Committee will recruit, evaluate and recommend qualified candidates for election to the Board of Directors. Prior to the new board member election and approval, the Nominating Committee furnishes information on each candidate to all members of the board. Prospective board members must also complete a Due Diligence Questionnaire as part of the interview and selection process. The full board may elect new members by majority vote at any Board meeting. The Nominating Committee also develops and administers orientations for newly elected board members.

Length of Service Terms: Each Director holds office for a three (3) year term (as detailed in the Bylaws) or until a successor is designated and qualified. Terms of Directors will be staggered to provide continuity of management and operational control to the organization.

Board Member Qualifications: All board members must represent the core values and mission of ICEF Public Schools. The Nominating Committee recommends candidates who have the skills, knowledge, and abilities necessary to provide effective oversight of school operations. The specific criteria will vary based on current board compositions and needs.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which charter schools are established.

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 the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report (if any), and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors 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 Board members.

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

Public Meetings: Currently, meetings are held monthly, on the third Thursday of the month. ICEF holds a minimum of eight Board meetings each year. Meetings are held at the ICEF corporate office, located at 5120 W. Goldleaf Circle, Suite 350, Los Angeles, CA 90056. The ICEF Board of Directors' Meeting schedule is set for the year at the Annual Board meeting. In accordance with the Brown Act, the Board meeting agendas are posted within 72 hours of any regularly scheduled meeting at the following locations: (1) ICEF's Corporate Office (lobby), (2) in a visible location outside of each school's Main Office, (3) CMO and schools' websites.

Special Meetings: Meetings will be held at ICEF's corporate office. Agendas for Special Board meetings will be posted at least 24 hours in advance in a visible location at (1) ICEF's Corporate Office (lobby), (2) VPPA's Main Office, (3) CMO and schools' websites.

GOVERNING BOARD DECISION-MAKING PROCEDURES

Quorum Requirements: A majority of the voting Directors then in office shall constitute a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

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

Teleconference participation: Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of LAUSD in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location, and;
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

STAKEHOLDER INVOLVEMENT

ICEF Public Schools is dedicated to the notion of shared decision making. The governance structure is designed to assure that members of the school community are able to share in the decision-making process. ICEF has developed various opportunities in which stakeholders (i.e. Parents, school staff, community members, and high school seniors) can participate in the school's decision-making process as well as in the shaping and implementation of the school's educational program.

The following describes the various types of parent and stakeholder involvement practices employed throughout ICEF.

PARENT BOARD ADVISORS

The Board has created a special advisory group who interact with the Board, ICEF schools, and the community. They are known as Board Advisors. The Board Advisors serve with the following criteria:

- ☐ To qualify and remain qualified as a Board Advisor, a parent must have a child enrolled in an ICEF Public School;
- ☐ The Nominating Committee of the Board shall screen and recommend potential parent candidates for the Board Advisor position to the Board;
- ☐ The Board shall elect no more than five (5) parents to the position of Board Advisor;
- ☐ The Board shall elect Board Advisors to serve in sequencing three (3) year terms.
- ☐ The Board Advisors shall receive the same Notices, Board Packages, and other Board presentation materials as Board Members receive for regular or special meetings.
- ☐ The Board Advisors may participate in board discussions but they shall have no voting rights on any Board item or Resolution;
- ☐ To participate in Board meetings, Board Advisors must be present at the time and place of the Noticed Board Meeting;
- ☐ The Board Advisors may be removed from their position at any time by a vote of the Board;
- ☐ The Board Advisors may not participate in or receive information on any closed session meeting of the ICEF Board of Directors.

SCHOOL SITE COUNCIL

The School Site Council (SSC) is a group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. All ICEF schools will form a School Site Council. The School Site Council meets on a regular basis to provide proposed suggestions to the School Principal in regards to the school's operations. The School Site Council is composed of a minimum of ten (10) elected members.

CADRES

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

PARENT INVOLVEMENT POLICY

Parent involvement is a key factor in student academic performance. For this reason, parents are expected to be active participants in their child's education venture by communicating with teachers

and monitoring their child's academic process. Parents are also encouraged to visit school sites as this helps bring the school community closer and increases the responsiveness of school administration. All ICEF Public Schools employ a Community Relations Coordinator. They are responsible to coordinate parent involvement, meetings and volunteer opportunities. They also serve as an intermediary between the school and families and act as an advocate for parent concerns. The use of communication tools like Black Board, School Reach, Illuminate, Email, Insta-message, Facebook, Social media outlets, and text message will enable school staff to keep parents abreast on important updates, events, and activities. In addition the Board has approved a standard Parent Involvement Policy for the entire organization.

Types of Parent Involvement

ICEF and VPPA provide many opportunities for parent involvement, including but not limited to: classroom support, school support, School Site Council activities, Parent Information Meetings, Parent Grade Level Meetings, and others as described below.

Parent Orientations: Provided to all new and returning parents in order to inform them about school's parent and student expectation, curriculum offered, and District's college-readiness model.

- ☐ **Parent Information Meeting:** The Community Relations Coordinator and key parent leaders will hold monthly Parent Information Meetings (PIMs) to inform parents on a variety of school issues. PIMs serve as a platform for parents to voice concerns regarding operation or education issues. The Community Relations Coordinator will seek active parent participation in meeting and will work with parents to devise strategies to involve parents in school programs. PIMs are also the venue for the school to share school-site data to inform stakeholders on school performance and to consult with and gather feedback from stakeholders on the development of the LCAP and annual updates.
- ☐ **Parent Grade Level Meetings:** These meetings are held after each Parent Information Meeting, and are facilitated by parents with the assistance of school administrators and teachers. The objective of these meetings is to provide parents with grade specific information and collaboratively plan student-centered activities. The officers for grade level are (1) Grade Level Chair, (2) Treasurer, (3) Secretary, and (4) Field Trip Coordinator.
- ☐ **Parent Volunteer Opportunities:** To promote family involvement in ICEF schools, ICEF offers parents many opportunities for volunteering in a variety of capacities, including but not limited to: teacher support, student yard supervision, special events coordination, cafeteria duties, main office support, and parent leadership opportunities. No parent is required to volunteer.
- ☐ **Parent Classroom Observations:** Parents can become involved in their child's education by conducting classroom observations.
- ☐ **Parent-Teacher Conferences:** School wide Parent-Teacher conferences are held once a year and are an essential for effective communication between teachers and parents. Parents are encouraged to schedule as many parent conferences with their student's teachers as deemed necessary to ensure the academic success of the student.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Employees’ job duties and work basis is negotiated in individual contracts. General job descriptions and detailed qualifications for each position have been developed; abbreviated versions are included here. The ICEF Human Relations Director will ensure that all employees meet the required background check, certification and TB clearance requirements as required under applicable laws.

All staff are expected to possess the following **General Qualifications**:

- Must believe in and live out ICEF's Core Values
- Must ensure achievement of ICEF's mission
- Must have an unwavering belief that all students can learn and achieve success in school
- Must have excellent communication skills, both oral and written, with the ability to foster positive working relationships.
- Must be able to interact with stakeholders at all levels (including all staff, parents, students, and community members) in a respectful manner and provide excellent customer service
- Must be able to work collaboratively in a team environment
- Must have a working knowledge in using Microsoft Office products including Word, Excel, PowerPoint (or pages, numbers, and keynote if using Apple/MAC products)
- Must have strong organizational, problem-solving, and time-management skills

CMO ACADEMIC LEADERSHIP STAFF

Chief Academic Officer (***Certificated***)
Chief Schools Officer (***Certificated***)
Vice President of Secondary Student Achievement (***Certificated***)
Director of Special Education (***Certificated***)
Director of Equity (***Certificated***)
Director of Communication, Special Projects & Climate (Classified)
Senior Director of School Support (Classified)
Director of Math and Science (***Certificated***)
Director of Secondary Literacy (***Certificated***)
Director of Teacher Effectiveness (***Certificated***)

CHIEF ACADEMIC OFFICER

Part of the Executive Team, the Chief Academic Officer (CAO) is responsible for articulating the vision of the instructional program at ICEF Public Schools and ensuring that each school makes strides toward achieving the mission that all students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation. The CAO provides leadership, vision, and strategic direction for ICEF's curriculum, instruction, assessment and school improvement initiatives and overseeing professional development for all school leaders. (See also Element 4)

Specific Qualifications:

- ☐ Ph.D. or Ed. D. in the field of education
- ☐ 2 or more years of educational administrative experience
- ☐ 3 or more years of experience teaching in an urban district
- ☐ Experienced instructional leader, with curriculum, pedagogy
- ☐ Knowledgeable of Education code, administrative and board policy, federal and state laws, codes, regulations and requirements and Charter school laws, pertaining to areas of assigned responsibility
- ☐ Knowledgeable of funding sources for educational programs and the variety of related regulations, controls and reporting procedures
- ☐ Demonstrate knowledge and support of the ICEF, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
- ☐ Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development.

CHIEF SCHOOLS OFFICER

The Chief Schools Officer supports the coaching and development of ICEF school administration, including Assistant Principals, Instructional Specialists and other Admin Staff. Being able to work both independently and as part of a team is essential to success. The Chief Schools Officer is a part of the Executive Management Team and will work closely and collaboratively on organizational strategy and the successful realization of ICEF's organizational goals.

Specific Qualifications:

- ☐ Valid CA Administrator credential required

- ☐ Principal experience required, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- ☐ Proven record of improving student achievement by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school
- ☐ Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff

VICE PRESIDENT OF SECONDARY STUDENT ACHIEVEMENT

The Vice President of Secondary Student Achievement shall be responsible to the Chief Executive Officer and will collaborate closely with the Chief Academic Officer and Chief Schools Officer to provide leadership and administration of secondary programs and student achievement at ICEF Public Schools.

Specific Qualifications:

- 10 years of successful full-time service in a public school certificated position(s)
- Five years in a principal position(s)
- A general background in disciplines commonly taught at the elementary and secondary levels.
- California Administrative Services Credential (Out-of-State applicants must qualify for a California credential upon selection)
- Master's degree preferred
- Multicultural Education experience and knowledge

Knowledge of:

- Pre-K to 12th grade core and categorical educational programs.
- State content standards and frameworks.
- Assessment and evaluation.
- Research-based and effective educational programs.
- General principles of educational psychology, student growth and development.
- Current educational trends and practices.
- Appropriate sections of the Education Code, Title V and Title VII of the California Administrative Code, and Federal Laws.
- Effective methods of professional development.
- Site program and administrator evaluation methods and procedures.
- Effective procedures to prepare and monitor core program and categorical budgets.

DIRECTOR OF SPECIAL EDUCATION

The Director of Special Education will be responsible for coordinating and supervising ICEF wide related services for students with disabilities. The person in this position will support General and Special Education teachers with strategies that will promote students, interest, enhance areas of student's strength and support their areas of needs. This person will support the Schools through meaningful In-Service training, assist in District Compliance Review and participate in IEP meetings as needed. Director is responsible providing leadership, direction, and evaluating the Special Education Faculty, particularly RSP Teachers, School Psychologists and School Counselors, Designated Instruction Services (DIS) providers, and Intervention Specialists at school sites to maintain special education compliance.

Specific Qualifications:

- Master's degree from an accredited college or university

- One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:
 1. Service Credential with a specialization in administrative services.
 2. Standard or General Administration Credential.
 3. Mild/Moderate Resource Specialist Credentialed
 4. Possession of an earned, valid California Administrative Credential and/or appropriate Supervision Credential
- Board of Behavioral Sciences – Licensure (*Preferred*)
- School Psychologist/ Special Education DIS provider background (*Preferred*)
- A California Administrative Credential
- At least eight school years of successful full-time service in a certificated position(s), no fewer than two years of which must have been in a management position.
- Knowledge of the California Education Code, District Board Rules, and District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts, as related to the District’s policy for special education services.
- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of special education.
- Knowledge of IDEA, PL-94-142, and Modified Consent Decree outcomes.
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to Modified Consent Decree. Understanding of how to use MCD data to change practice of related service providers.

DIRECTOR OF EQUITY

The Director of Equity supervises and coordinates programs pertaining to Psychological, Counseling and Student Services. The Director is responsible for the supervision and continuing assessment of all services and support activities designed to assist ICEF’s “in need” student population. Work involves establishing the strategic plan and goals and objectives; developing policies; reviewing guidelines, procedures, rules, and regulations; establishing priorities, standards, and measurement tools for determining progress in meeting goals; coordinating and evaluating program activities; and reviewing and approving budgets. Director of Equity is responsible for establishing job standards for subordinate staff and effectively evaluating staff under charge.

Specific Qualifications:

- Master’s degree or from an accredited college or university, in the area of counseling or school psychology
- At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
- A California Administrative Credential, authorizing service in K-12 schools
- State License via the Board of Behavioral Sciences, California (L.E.P.)
- A credential in at least 1 of the following areas: Pupil Personnel Services- Counseling, School Psychology or Child Welfare and Attendance.
- At least eight school years of successful full-time service in a certificated position(s), no fewer than two years of which must have been in a management position.
- Knowledge of the California Education Code, District Board Rules, and District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts, as related to the District’s policy for Student Support Services

- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of special education.
- Knowledge of IDEA, PL-94-142, and Modified Consent Decree outcomes.
- Thorough knowledge of Section 504 requirements
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to Modified Consent Decree. Understanding of how to use MCD data to change practice of related service providers

DIRECTOR OF COMMUNICATION, SPECIAL PROJECTS & CLIMATE

The Director of Communications, Special Projects and Climate is responsible for the overall marketing and communications of those programs that interpret the mission of ICEF to its multiple constituencies, both internal and external, in order to create a climate of public and private support for the fulfillment of that mission.

Specific Qualifications:

- ☐ Four year college degree
- ☐ Demonstrates knowledge and application of effective human relationship principles, practices and trends.
- ☐ Has experience in education/nonprofit field.
- ☐ Has previous supervisory or management experience.
- ☐ Experience working with adult learners, coaching adults, and delivering professional development.
- ☐ Effective communication skills
- ☐ Team player

SENIOR DIRECTOR OF SCHOOL SUPPORT

The primary function this position is three-fold. First the position is to be responsible for all of the ICEF administrative functions including overseeing the Assistant Principal and other office staff as they perform their duties and responsibilities. Secondly, the position collaborates with the Senior Principal of Leadership and School Support to provide support and assistance with the various ICEF schools, their campuses, and their staff as they organize and implement ICEF's vision for instructionally vibrant, community-based schools. This includes providing support and training for operational school staff to help them become the best supportive team possible. He/she will use the home office staff as an additional layer of support in all areas of school operations, compliance, and administration. Third, this position will assist the Executive Management Team in helping develop better more effective operational, administrative and compliance procedures. Other functions are created on an as needed basis.

Specific Qualifications:

- ☐ Master's degree from an accredited college or university
- ☐ Demonstrates knowledge and application of effective human relationship principles, practices and trends.
- ☐ Has experience in education/nonprofit field.
- ☐ Has previous supervisory or management experience.
- ☐ Has experience in facilities including operations, design, development, construction management, and plan operations.

DIRECTOR OF MATH AND SCIENCE

The Director of Math and Science works closely with the Home Office Instructional Team, teachers and administrators to strategically plan and successfully implement a comprehensive improvement plan to increase student achievement in Math and Science, as well as lead the efforts to horizontally and vertically align ICEF's math and science curriculum, with a particular focus on the secondary level. The Director of Math and Science must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve math and Science instruction and student learning. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development.

Specific Qualifications:

- Valid CA Administrator credential required
- Bachelor's Degree Required, Master's Degree Preferred
- Professional Clear California Single Subject Teaching Credential in Math and/or Science
- A deep understanding of content specific and general pedagogy, the California Standards for Mathematics, the California Common Core Standards, and current trends and best practices in curriculum design and instruction
- Familiarity with the Next Generation Science Standards
- Teaching and administrative experience in an urban school setting, serving low income

DIRECTOR OF SECONDARY LITERACY

The Director of Secondary Literacy will work closely with the teachers, administrators and the Home Office Instructional Team (the Directors of Math and Science, Secondary Literacy, Teacher Effectiveness, Special Education and Equity) to strategically create and implement a plan to increase student achievement in ELA while facilitating the transition to and implementation of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and the Technical Subjects.

The Director of Secondary Literacy must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve ELA instruction, student learning and the transition to the Common Core. This will include providing support to school-site Principals, modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating and leading professional development.

Specific Qualifications:

- ☐ Four year college degree, Master's Degree preferred
- ☐ Experience working with adult learners, coaching teachers, and delivering professional development.
- ☐ A deep understanding of theories of literacy, including the diagnostic teaching of reading and reading intervention
- ☐ An understanding of the California Standards for ELA, the Common Core Standards, the Smarter Balanced Assessment Consortium, and researched-based best practices in curriculum design and instruction
- ☐ At least 5 years of ELA teaching experience in an urban school setting, serving low income and minority students.
- ☐ Strong record of helping students achieve academic success, primarily with minority and low-income students

- ☐ Significant experience with ELA curriculum development and daily lesson planning
- ☐ Experience in analyzing data and using results to modify curricula
- ☐ A Valid Clear California Professional Teaching Credential

DIRECTOR OF TEACHER EFFECTIVENESS

The Director of Teacher Effectiveness will work closely with the Home Office Instructional Team, School Site Principals, School Site Instructional Specialists, and teachers to provide professional development related to the Teacher Effectiveness Framework. The Director of Teacher Effectiveness must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly support evaluation and support of teachers' effectiveness. This will include working with school site Principals to conduct classroom observations, collect evidence, calibrate ratings, lead the observation certification process, and facilitate and lead professional development as it relates to the Teacher Effectiveness Framework.

Specific Qualifications:

- ☐ Bachelor's Degree required, Master's Degree preferred
- ☐ A Valid Clear California Professional Teaching Credential
- ☐ Experience working with adult learners, coaching teachers, and delivering professional development
- ☐ A deep understanding of Charlotte Danielson's Framework for Effective Teaching
- ☐ Experience as a school principal, assistant principal or teacher leader requiring coaching and providing professional development to others
- ☐ An understanding of the CA Common Core State Standards, the Smarter Balanced Assessment Consortium, and researched-based best practices in curriculum design and instruction
- ☐ Strong record of helping students achieve academic success, primarily with minority and low-income students

SCHOOL SITE STAFF

Middle School:

School Principal (***Administrator & Certificated***)
 Assistant Principal (***Administrator and Certificated***)
 Teachers (***Certificated***)
 Special Education (Resource) Teacher (***Certificated***)
 Instructional Specialist (***Certificated***)
 Instructional Aides (***Instructional Support Staff***)
 Special Education Intervention Specialist (***Instructional Support Staff***)
 School Operations Manager (***Classified***)
 Community Relations Coordinator (***Classified***)
 School Information Coordinator (***Classified***)
 School Clerk (***Classified***)

SCHOOL PRINCIPAL (CERTIFICATED ADMINISTRATOR)

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

A. LEADERSHIP-CURRICULUM AND INSTRUCTION

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

B. ADMINISTRATION AND ORGANIZATION

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

C. FINANCIAL AND BUSINESS MANAGEMENT

1. Works with ICEF Public Schools to create and manage the school budget.
2. Supervises the approved budget for the school and the receipt, care and inventory of equipment, furniture, and supplies purchased for the school.

3. Evaluates the general condition and needs of the physical plant.
4. Maintains accurate records and receipts for all monies associated with the school bank account and petty cash funds maintained by the school.

D. PUPIL PERSONNEL

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

E. COMMUNITY RELATIONS

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

F. OTHER

1. Other duties as assigned by designated

Specific Qualifications:

- CA Teaching Credential
- Bachelor's Degree. MA, MBA, Ed.D., PhD, California Administrative credential
- At least 4-5 years of full-time teaching experience
- At least 2 years of administrative experience.

ASSISTANT PRINCIPAL

The Assistant Principal serves as the instructional leader and assists with instructional program, supervisor of faculty and the operation of the school site. The Assistant Principal, in conjunction with the Principal,

is empowered to assist with the operation of the school, discipline students when necessary, and coach, develop and mentor teachers and staff. The Assistant Principal must have a clear understanding of operational procedures and the ability to maintain and support school daily operations. The person in this position will be responsible for all aspects of conceptualizing, forming, organizing and managing the launch and growth of the assigned ICEF School.

Essential Functions:

- Serve as an instructional leader. Supervise curriculum and guidance program of the school.
- Provide leadership for, and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress towards meeting goals; develop the School's Single Plan for Student Achievement and measure the outcome of goals
- Monitor student enrollment and recruitment efforts on an ongoing basis.
- Assist in the school climate that ensures the safety, health, and welfare of students, and personnel; organize and implement an "Emergency Operational Plan"
- Counsel students, recommend and implement student disciplinary action in accordance with the school's charter, unique student population needs, and Education Code
- Maintain positive public relations and outreach contacts with parents and community groups.
- Attend and participate in monthly Parent Information Meetings
- Participate in ICEF Professional Development, and provide effective professional development and training when necessary
- Oversee collection and deposit of all student fees
- Available for contact with parents, students, and staff to discuss student problems after class, at night, or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, school events, etc. when necessary
- Perform other duties as assign

Specific Qualifications:

- Bachelor's Degree. MA, MBA, Ed.D
- CA Teaching Credential
- California Administrative Credential
- At least 2-4 years of full-time teaching experience
- At least 1 years of administrative experience.
- Must be able to interact with stakeholders at all levels (including all staff, parents, students, and community members) in a respectful manner and provide excellent customer service
- Must be able to work collaboratively in a team environment

TEACHERS (CERTIFICATED)

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

Essential Functions:

- Teachers are expected to aspire to effective performance in all areas of the ICEF core values, principles and instructional strategies as described in their ICEF Effectiveness Criteria for Classroom Instruction

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

Specific Qualifications:

- Bachelor's Degree
- Possession of a valid (internship, preliminary, or clear) California Teaching Credential
- Strong commitment to ICEF's mission and values
- EL Authorization
- Desire to teach in an urban school environment
- Confident in managing student behavior
- Ability to work under pressure and adapt to change easily
- Demonstrated success working with students from educationally underserved areas
- Possession of either a Bilingual, Cross-Cultural, Language or Academic Development (BCLAD) certificate; a Cross-Cultural, Language and Academic Development (CLAD) certificate; a Bilingual

Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate is desirable.

- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance

SPECIAL EDUCATION RESOURCE TEACHER (CERTIFICATED)

The person in this position ensures that special education compliance is maintained on ICEF school campuses through the maintenance of the following: Support for the instructional program for students with special needs;

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

Essential Functions:

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

Specific Qualifications:

- Bachelor's Degree, including appropriate coursework in education
- CA Special Education Credential and/or Resource Specialist Certificate (or be eligible for an Emergency Credential or waiver)
- Charter School Experience
- Experience as a teacher or special education support staff

INSTRUCTIONAL SPECIALIST (CERTIFICATED)

The Instructional Specialist is a member of the School Site Instructional Leadership Team and provides instructional support to teachers and students to ensure that all students are meeting academic targets. The Instructional Specialist's primary role is to work with teachers to support best practices in Common Core Instruction and effective teaching as per the ICEF Teacher Effectiveness Framework and to use data to lead the school's Response to Intervention Programs (RTI). The Instructional Specialist works in conjunction with the School Site Principal and ICEF Home Office Academic Team to focus support on the following three areas:

1. Data Use of Data - Determine instructional implications and strategies for intervention; guide grade-level and grade-span teams in analyzing and using data for instruction,

1. Professional Development - Observe instructional delivery; provide teacher coaching/feedback to enhance and support teacher effectiveness and Common Core Instruction utilizing the ICEF Teacher Effectiveness Framework, collaborate with School Site Principal and Instructional Leadership Team to provide differentiated professional development based on data,
2. ICEF School Model – Provide support in the implementation of Common Core curriculum, ICEF-wide instructional initiatives, the ICEF-wide Instructional Elements, and other school-wide programs, as directed.

It is the School Site Principal's responsibility to provide accountability for the above-mentioned focus areas, while the Instructional Specialist ensures that teachers receive the support necessary for success.

The Instructional Specialist must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve instruction, student learning and foster teacher development. This includes modeling lessons in classrooms, working with small groups of students, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating and leading professional development.

Specific Qualifications:

- ☐ Active California Teaching Credentials
- ☐ Four year college degree
- ☐ A deep understanding of instruction, including theories of literacy and effective math instruction
- ☐ An understanding of the California State Standards, the Common Core Standards, and current trends and best practices in curriculum design and instruction
- ☐ At least 3 years of teaching experience in an urban school setting, serving low income and minority students.
- ☐ Experience coaching, leading and supporting teachers
- ☐ Strong record of helping students achieve academic success, primarily with minority and low-income students
- ☐ Significant experience with curriculum development and daily lesson planning
- ☐ Experience in analyzing data and using results to modify curricula

INSTRUCTIONAL AIDES (INSTRUCTIONAL SUPPORT)

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

Specific Qualifications:

- High school diploma plus one of the following,
- Two years of colleges (minimum 48 units of core college credit, majoring in childhood education, child development, or other relevant fields)
- Associates degree or higher.
- Or passed the CBEST

SPECIAL EDUCATION INTERVENTION SPECIALIST (INSTRUCTIONAL SUPPORT)

Provide intervention and specialized instructional support to students with exceptional needs in ICEF – Public Schools. She/he will develop, implement, and evaluate individualized programs for ICEF Students who have special academic and social adjustment needs.

Specific Qualifications:

- Bachelor's Degree, including appropriate coursework in education
- CA Special Education Credential and/or Resource Specialist Certificate (or be eligible for an Emergency Credential or waiver)
- Charter School Experience
- Experience as a teacher or special education support staff.

SCHOOL OPERATIONS MANAGER (CLASSIFIED)

The School Operations Manager (SOM) supports the School Principal by acting as the manager of the day-to-day activities on their school campus. This position oversees and monitors all of the operations taking place on the school sites and within the related community. The SOM supervises and provides training for all on-site staff and holds them accountable for the successful completion of their job duties. They will work side-by-side with the School Principal to insure a smoothly operating school in all areas of operation including but not limited to:

- (1) Responsible for all school site operational activities;
- (2) Responsible for overseeing school administration activities;
- (3) Oversees all school site classified staff and provides staff supervision, training, evaluation, and discipline;
- (4) Oversees and participates in Budget Reviews, expense control activities, and school banking and money handling procedures;
- (5) Works with the School Information Coordinator (SIC) to insure school compliance with Federal, State, Authorizer, Auditor, Governmental, and any other required reporting agencies;
- (6) Works with the SIC to insure the correct input of all data into ICEF systems including Illuminate and other documentation programs;
- (7) Oversees the facilities maintenance staff and takes proactive steps to ensure the creation and maintenance of a clean, safe and secure campus environment and facility;
- (8) Meets regularly with the School Principal and school staff to create culture of expectations and accountability for student and parent academic and behavioral expectations;
- (9) Assists the Community Relations Coordinator (CRC) in developing and administering an ongoing recruitment program and a student retention program for the school;
- (10) Assists the CRC in creating and overseeing an extensive parent involvement and volunteer program that provides assistance with administrative, classroom, campus, and school events and functions;
- (11) Works with ICEF Home Office and the School to develop family based programs and activities that promote community involvement in the school and in ICEF Public Schools.

Specific Qualifications:

- High school diploma
- Must be able to lead a school operationally from the number two position insuring the operational and sustainable success of the school.
- Five years' experience in fast-paced administrative support position, experience in a school front office is preferred.
- Must have operating knowledge of and experience with Microsoft Office Suite, including Word, Excel, and PowerPoint

COMMUNITY RELATIONS COORDINATOR (CLASSIFIED)

The Community Relations Coordinator is responsible for acting as an advocate on behalf of their school and ICEF with students, parents, and community stakeholders. They are charged with: (1) developing and implementing a strong parent involvement plan for their school that includes direct parental involvement in their child's educational program, and provides for parental involvement that assists schools in many needed areas and programs; (2) developing parent and community focus or other meeting groups to promote discussions about school strategies, needs and activities; (3) attending and becoming involved in community activities including neighborhood councils, business groups, civic organizations, community events, and other areas where community partnerships with the schools can be developed to enhance school and community communications, relationships, and participation in school activities; (4) meeting regularly with the School Principal and the School Operations Manager to discuss community and parental concerns, suggestions, and involvement; (5) creating opportunities for parents and students to benefit from community resources including workshops, services and other opportunities aimed at enhancing home and school collaborative relationship; (6) working with CRC's from other schools to share successes, failures and opportunities for increased personal and schools successes; (7) developing a year long, ongoing student recruitment program that insures a continuous full student body and a waiting list of additional and potential students; (8) filling student body openings as they occur with students from the waiting list; (9) mobilizing parents to provide school support and increasing parental knowledge of the school and the role it plays in their students' lives; (10) overseeing communication programs between the school, parents, and the community; (11) preparing for and conducting Parent Information Meetings, parent seminars, and other school based meetings; (12) attending ICEF wide and other community events representing both the school and ICEF in a positive manner; (13) developing an exit interview strategy and reporting system to better understand and record the reasons why parents leave their school; (14) creating, with other ICEF and school staff, a retention program aimed at increasing student retention; (15) acting as the first line of communication with parents that have disputes or issues with the school or with respect to incidents that take place at the school; (16) working with school and ICEF staff to explain and enforce a Parent, Student, and School behavior and academic expectations compact; and (17) contacting school parents on a regular basis to inquire about student or school issues, parental concerns, and completeness of parental contact information and forms.

Specific Qualifications

- High School Diploma, Bachelor's degree is highly preferred.
- Experience in school operations and charter school experience preferred
- Experience serving as an advocate for children and parents
- Strong public relations skills
- Knowledge of or experience in establishing successful programs for parents
- Experience in conducting community outreach, customer service or dispute resolution
- Ability to host parent meetings and coordinate successful events
- Ability to speak eloquently to parents, community members, school and district leaders
- Ability to write proficiently as a means of communication with parents and community members and organizations.
- Must have a working knowledge in using Microsoft Office products including Word, Excel, PowerPoint (or pages, numbers, and keynote if using Apple/MAC products)
- Must be willing to regularly work nights and weekends

SCHOOL INFORMATION COORDINATOR (CLASSIFIED)

The person in this position is responsible for: (1) compiling, maintaining and ensuring the accuracy of student and school information and records; (2) collecting and analyzing all information necessary for the

completion and submission of a variety of reports for the Board, the Executive Team; the Instructional Team, Authorizers, Governmental Entities, School Principals, School Operations Managers, Teachers, Auditors, and others as requested; (3) timely and accurate CUM file inputs and recordkeeping and handling; (4) the Student Nutrition Program implementation including meal application processing, recordkeeping; staff training; and accurate submission of meal counts (ordering and daily count); (5) creation and maintenance of immunization records and notifications of medical conditions as required; (6) development and record keeping for all required medical testing and recordkeeping; (7) accurate keeping and recording of attendance records for the school; (8) disposition of student records for students graduating or withdrawing from their school; (9) requesting school records from previous schools for new incoming or transferring students; (10) collections, clean scrubbing, review, and submission to the home office of data for CALPADS two weeks before the CALPADS due date; (11) collection of EL data and records including scores for CELDT, reclassification, or other required information; (12) input and maintenance of Illuminate records for all students; (13) provides training in Illuminate for teachers and required staff at their schools; (14) ensuring that School reporting deadlines are met and that the reports are accurate; (15) maintenance of staffing records and report completion in Illuminate as required to meet all reporting requirements; (16) insuring the submission of all incident reports into Illuminate; (17) gathers attendance data and insure proper recordkeeping and timely data submissions; gather, insure completeness and (18) completion of mealtime records, reports, and applications;

Specific Qualifications:

- Graduation from high school or possession of a high school equivalency diploma; a Bachelor's Degree is preferred but is not required.
- Three years of work experience at least one of which is data entry or one year of work directly related to a computer system which requires knowledge of editing and completing source data or an equivalent combination of education and experience.
- 2-5 years of experience in K-12 education (preferred)

SCHOOL CLERK (CLASSIFIED)

The Office Clerk will assist the School Operations Manager by performing specialized clerical and other activities to manage the school office and its operations. The Clerk will answer phones, check the mail, filings, and other basic clerical office duties. The Clerk will also be expected to assist in other school functions including but not limited to assisting with food service activities, parental notifications, record keeping activities, and other activities as directed by the School Operations Manager. The Clerk represents the school and must be friendly, professional and able to multi-task.

Specific Qualifications

- High School Diploma
- Experience in school operations and charter school experience preferred
- Ability to provide superior customer service to a diverse population of employees and families.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, Enrique Robles, Director of Compliance, will serve as VPPA's Custodian of Records.

STUDENT HEALTH AND WELLNESS

ICEF has developed and implemented a School Wellness Policy to ensure that all students develop the nutritional, physical and mental competencies necessary to support their academic endeavors, both in and outside of school.

The School Wellness Policy focuses primarily on nutrition, physical education, student support services and parent engagement. This policy sets dietary restrictions to ensure all food and beverages available during school hours meet local, state and federal standards. It also ensures that all ICEF schools have a rigorous Physical Education Curriculum and Athletic Program that will provide appropriate levels of physical activity in accordance with guidelines, and promote healthy social skills and positive self-image. ICEF's Student Services and Counseling Department also ensures the health and safety of our students by providing students with counseling, mental health, and other social services to support healthy youth development and transition into adulthood. Lastly, our Wellness Policy invites our school administrators to disseminate health information and provide periodic health workshops to parents, through multiple avenues, to educate parents and, therefore, ensure a consistent message between school and home.

In addition, school administrators support the safety and wellness of our school community by ensuring that all students have the required immunizations and by providing mandatory health screening (Scoliosis, vision and hearing) in a timely manner. Also, ICEF provides free and reduced meals for all students of families that (a) meet School Nutrition program eligibility. Lastly, ICEF ensures that appropriate staff undergo the necessary safety training such as CPR, First Aid, and Medication Administration Training, as required by law, to ensure the safety of our students, staff, and volunteers.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

As noted, VPPA, located in a neighborhood that is predominantly African American (<http://maps.latimes.com/neighborhoods/neighborhood/view-park-windsor-hills/?q=View+Park-Windsor+Hills%2C+CA%2C+USA&lat=33.9929545&lng=-118.3491169&g=Geocodify>) currently serves students that are 96% African American and 3% Hispanic/Latino. While any student can apply to attend VPPA, ICEF and VPPA shall focus marketing efforts on recruiting students who reside within the community immediately surrounding the campus, up to a 2-4 mile radius. ICEF and VPPA will make every effort to recruit students of various racial and ethnic groups to achieve a balance that reflects the general population residing in the area surrounding the school. The recruitment plan includes (1) Distributing recruitment information throughout the neighboring community, (2) Delivering announcements about enrollment opportunities through publicity flyers, school’s website, mass mailers, local media outlets, and community presentations, and (3) Monitoring the implementation and outcomes of the initial recruitment plan and modifying it as necessary to achieve recruitment goals.

ICEF and VPPA will engage in the following recruitment activities on an ongoing basis:

Specific Annual Recruitment Activities	Month
--	-------

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

Specific Materials and Methods Used to Advertise

ICEF will use a variety of materials and methods to conduct student outreach, potentially including:

- ☐ **Flyer Distribution:** prepare and distribute information flyers at nearby libraries, park and recreation facilities, churches, after-school programs, social and mental health services providers, youth organizations, groceries stores, and athletics leagues, local business, overcrowded middle schools, nearby schools in Program Improvement, and public bus stops.
- ☐ **Banners:** post banners to indicate “Open Enrollment” in multiple sites.
- ☐ **Newspaper Ads:** place newspaper ads regarding the time and location of Information Meetings in English and Spanish language newspapers including but not limited to *The Sentinel*, *La Opinion*, *The Wave* and other local newspapers.
- ☐ **Website:** announce enrollment opportunities, admissions policies, enrollment procedures, and access to “Intent to Enroll Form.”
- ☐ **Mass Media:** Radio spots, movie theater screens, mailers and telephone marketing efforts to target potential families to inform them of enrollment opportunities, process and deadlines.
- ☐ **Brochures:** Brochures that describe ICEF’s and VPPA’s mission, Academics, Arts, and Athletic emphasis, college-readiness educational model, and educational success rates distributed at local community based organizations, youth-based centers, and local businesses.
- ☐ **Social Media:** common forms of social media including Facebook, Twitter, Instagram, and Blackboard to reach parents and other community stakeholders.
- ☐ **School Organizations and Parent Leaders:** The best opportunities for recruitment will come from parent and student referrals. VPPA will use groups of its parents to assist in the recruiting and marketing efforts.

Language Used for Outreach and Recruitment

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

ADMISSION REQUIREMENTS

Charter School is not permitted to charge tuition. Admission to Charter School is available to all students residing in California. Charter School complies with all laws establishing minimum and maximum age for public school attendance.

All applicants will be admitted provided that the number of applications received at the time of the deadline does not exceed the school's enrollment capacity.

LOTTERY PREFERENCES AND PROCEDURES

As a charter school, VPPA is a school of choice, and VPPA may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend VPPA exceeds the number of openings, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

In the event that more students apply for enrollment than there are spaces available, exemptions and preferences in the case of a public random drawing shall be as follows:

Preference is given as following:

1. Students who reside within LAUSD boundaries
2. Siblings of students enrolled at the time of the lottery and reside within LAUSD boundaries.
3. Siblings of students enrolled at the time of the lottery and reside outside LAUSD boundaries
4. Student who reside in the State of California

Students exempt from the lottery admission process are as follows:

1. Those students already attending View Park Preparatory Accelerated MS

Student enrollment is open to all students in the state of California.

Lottery Procedures

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

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that applications for enrollment exceed school's enrollment capacity, a public lottery will take place. Parents/Guardians who completed "Intent to Enroll Form," will be notified of the date, time, location, and procedures of the public lottery ten (10) days prior to the lottery date via regular mail, emails, and/or phone calls. A written copy of the lottery procedures will be clearly publicized in the school website and posted on the Charter School's bulletin board prior to and during the lottery. Notification Letters will be provided in both English and Spanish. Lotteries will be schedule on Saturdays to maximize parent/guardian's attendance. Charter School will hold the public lottery at a facility that will accommodate all interested

parties. The School Principal and/or a designee of the Principal will be present to ensure the lottery is properly and fairly executed.

At the designated time, the School Principal or his/her designee, will draw numbers from the lottery bin for each grade level in which there are more applicants than spaces available.

Student names will be randomly drawn to fill the number of available spaces per grade level, with all additional names drawn to compile a wait list.

Within two weeks of the lottery, parents and/or legal guardians will be notified, in writing, as to whether the student has been offered enrollment or placed on a waiting list, along with their number on the waiting list. The random public lottery will determine applicants' waitlist status as all names will be placed on the wait list in the order drawn in the lottery. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an opening occurs during the school year, families will be contacted in the order of the wait list and given a deadline of 2-3 days to complete and return an Enrollment Packet (see Tab 5) to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

Lottery results and the waiting list will be kept at the school site and at ICEF's corporate office. Translation in Spanish will be provided upon request. Parents/Guardians are not required to attend the lottery meeting to be eligible for enrollment of their child.

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

In addition to the Student Registration Form, parents must sign the Parent/Student Compact, which serves to:

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

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

Transportation

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(l).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

ANNUAL AUDIT PROCEDURES

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

ICEF’s Board of Directors will annually appoint an Audit Committee by January 1 of each year. The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the company chosen to conduct the audit, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

One of the duties of the Audit Committee shall be to recommend to the Board which candidate shall be the selection as the next year's auditor by March 1st for the following year Audit.

The ICEF's Chief Executive Officer and Chief Financial Officer will be responsible for monitoring the audit process. These Officers, assisted by any outsource services provider (currently ExED) will provide LAUSD with the final audit results no later than December 15th for the preceding fiscal year.

AUDITOR SELECTION AND QUALIFICATION PROCESS

The Audit Committee will select only CPA's that are certified as being in good standing by the California State Controller's Offices (CSCO). The Audit Committee will ensure that auditor's license is current and active by conducting a license search in CSCO's webpage. The Audit Committee will check for any enforcement actions against auditors. The Audit Committee will interview prospective CPAs and conduct reference checks. The Audit Committee will review Quality Control Reviews available in CSCO's website before nominating an auditor to ICEF's Board of Directors. The Audit Committee may reuse a former auditor without an additional auditor search, provided conditions 1-3 are met.

Audit exceptions and deficiencies will be resolved in conference with the auditing agency prior to the completion of the auditor's final report. At the conclusion of the audit, the Audit Committee will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the ICEF Board of Directors with recommendations on how to resolve them. The Governing Board will review and approve the audit no later than December 15. The Final Board approval of the Audit will be reflected in the Board minutes.

ICEF Public Schools will utilize accounting procedures that satisfy the requirements for LAUSD, LACOE and CDE and adhere to General Accepted Accounting Principles (GAAP). The school will follow the internal fiscal control policies governing all financial activities as set forth by the CMO and by ICEF's Board of Directors.

The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The CFO will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- ☐ Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- ☐ Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- ☐ Copy of parental notice of expulsion hearing
- ☐ Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- ☐ If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- ☐ If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil,

unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

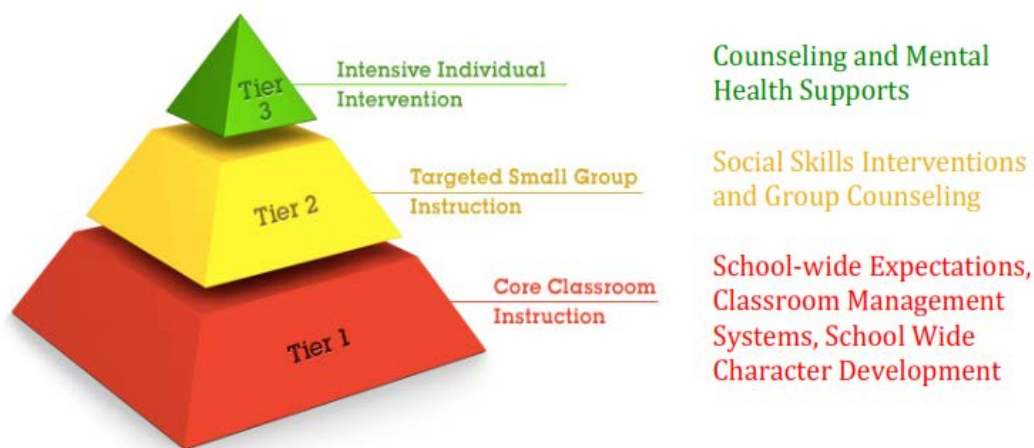
Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

VPPA is committed to providing a positive and safe school environment that nourishes growth and healthy scholar development. Our discipline policy is designed to provide fair and consistent guidelines for addressing student behavior with the least amount of disruption to the learning process. Our policy prescribes a multi-level approach that emphasizes positive reinforcement, proactive staff involvement and scholar support services. The multi-tiered approach is described as follows:



1. Standards of behavior, school rules, and consequences for violating these are thoroughly and clearly relayed to all stakeholders, including, students, parents, teachers and administrators. Teachers, staff, and administrators will repeatedly reinforce expected student behaviors, both in and out of the classroom.
2. All ICEF employees, including teachers, staff, administrators, and volunteers will play an active role in teaching and modeling mutual respect, effective communication skills, problem solving, and conflict resolution techniques to ICEF students. *Administrators will ensure that all teachers, staff, and administrators receive adequate and continual training on classroom management,*

with an emphasis on techniques to effectively deal with disruptive student behavior. School Principals will ensure that staff designated to deal with student discipline have required qualifications to address students' social-emotional needs.

3. The entire ICEF Staff will be expected to contribute to a supportive school climate by providing students with positive reinforcement (i.e., recognizing and rewarding positive student behavior). *All students will be treated in a respectful manner and be given opportunities to have healthy interactions with peers and adults.*
4. Violations of standards of behaviors by students will led to corrective actions (consequences) which will be strategically related and relevant to student specific violations. *Consequences for violation of expected student behaviors or school rules will not be random, shame provoking, or inadvertently cause harm to student in way.*
5. Student discipline will be documented, monitored *on a monthly basis and trends will be evaluated to ensure adherence with the Modified Consent Decree MCD.*

Basic student expectations are founded on the following tenets:

- ☐ Respect for oneself
- ☐ Respect for parents, peers, teachers, staff and volunteers
- ☐ Respect for the knowledge received and opportunities granted by education
- ☐ Respect for all school community and school personal property

ICEF'S SUSPENSION AND EXPULSION POLICY

ICEF's Pupil Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language in the ICEF Policy closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with the LAUSD CSD to determine whether a material revision to this charter petition may be required.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The Policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time; amendments will be discussed with the LAUSD CSD to determine whether a material revision to this charter petition may be required. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The 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.

Students at each ICEF Public School are expected to embody the ICEF Core Values of communication, collaboration, safety, accountability, diversity, empowerment, and community. Students are recognized

and rewarded for modeling appropriate behaviors and students are taught self-respect and self-discipline.

Every ICEF student is expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline. At the beginning of the year, each school disseminates the Parent and Student Handbook and notifies families and stakeholders of student rights and the responsibilities relating to student conduct, including discipline rules.

ICEF administrators and teachers recognize that students and families have certain legal safeguards. All ICEF Schools provide due process for all students. Upon suspension or expulsion, all parents/guardians and students receive adequate notice regarding the grounds for suspension and expulsion and are informed of their due process rights and their rights to appeal. ICEF Public Schools will ensure that all policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that all staff are knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. ICEF Public Schools shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School student expulsion process and shall facilitate the post-expulsion placement of expelled students. Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. Truancy or excessive tardiness.

GROUND FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

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

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ENUMERATED OFFENSES

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- Notwithstanding the subparagraphs above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or Assistant Principal's concurrence.

Non-Discretionary Suspension Offenses: Students *must* be suspended and may be recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or Assistant Principal's concurrence.

Discretionary Expellable Offenses: Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or Assistant Principal's concurrence.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or Assistant Principal's concurrence.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

IN-SCHOOL SUSPENSION

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes.

AUTHORITY TO SUSPEND AND EXPEL STUDENTS

In accordance with Education Code Sections 48900 et seq., the School Principal may suspend or recommend expulsion of a student if it is determined that the student committed any act(s) listed under the policy's Grounds for Suspension or Expulsion. Suspension and/or expulsion of a student from school is allowed only if the act committed is related to school activity or school, occurring at any ICEF Public School or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

A pupil may be expelled only by the action of the ICEF Board of Directors.

SUSPENSION PROCEDURES

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

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

Students may not be suspended in absentia. When a student has been arrested or has otherwise left the campus, s/he cannot be suspended unless s/he returns to school.

Suspensions shall be initiated according to the following procedures:

1. **Notification to Parent or Guardian**— At the time of the suspension, the School Principal, Assistant Principal or Office Manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. The parent/guardian must come to the school campus that day to participate in an Informal Conference and receive the Suspension paperwork.
2. **Informal Conference** - Once the parent/guardian is notified, s/he must participate in an informal conference with the School Principal or Assistant Principal to discuss details of the suspension, including the offense(s) committed or the school's Code of Conduct and the duration of the suspension. During this conference, the parent/guardian will receive the official suspension notification letter. The student will also receive classwork that must be completed during the time of suspension.
 - a. The conference may be omitted if the School Principal or Assistant Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any

reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

3. **Return to School Conference** – Upon returning to school, the School Principal or Assistant Principal must participate in an intake conference with the student and parent before s/he returns to class. During this conference, the School Principal or Assistant Principal reviews and reinforces the school's positive behavior expectations and Code of Conduct.

RIGHT TO APPEAL

All suspensions are decided by the School Principal and/or Assistant Principal and can be appealed to the ICEF Chief of Schools or Chief Academic Officer by written request (hand-delivery or email acceptable) within 24 hours of the suspension decision. Immediately following the request to appeal the suspension, the student and Chief of Schools or Chief Academic Officer will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Chief of Schools or Chief Academic Officer will determine whether to uphold the suspension or deny the suspension appeal. The parent/guardian and School Principal will be notified within 24 hours of the final decision.

EXPULSION PROCEDURES

Expulsion is the removal of a student from the school and from the immediate supervision and control or the general supervision of school personnel. The expulsion shall be enforced and the student be referred to their local school district in accordance with the Ed. Code.

- ☐ **Level 1: Mandatory Expellable Offense with No School Director Discretion**
School Directors will immediately suspend and recommend for expulsion any student who commits a "Non-Discretionary Expellable Offense" listed above (also listed in Attachment B: Conditions for Student Expulsion Recommendation) while on campus or while attending a school sponsored event, including but not limited to athletic events, school plays and school dances:
- ☐ **Level 2: Offenses Subject to Limited School Director Discretion**
The School Director shall recommend a student's expulsion if he or she determines that the student committed a "Non-Discretionary Suspension Offense" listed above (also listed in Attachment B: Conditions for Student Expulsion Recommendation) at school or at a school activity off school grounds unless the Director also determines that expulsion is inappropriate due to the particular circumstance. *Note:* Serious physical injury is defined as "injury that requires substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted or impairment of function of a bodily member, organ, or mental faculty."
- ☐ **Level 3: Offenses Subject to Broad School Board's Discretion**
The School Board has maximum discretion to recommend or not recommend expulsion when s/he determines that a student has committed a "Discretionary Suspension Offense" (also listed in Attachment B: Conditions for Student Expulsion Recommendation) at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off campus; and during or while going to or coming from a school sponsored activity.

To expel students for any expellable offense listed above (also listed under Levels 2 and 3 of Attachment B), the School Board must provide evidence of one of the following findings:

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

EXPULSION PROCEDURES

Expulsion shall be initiated according to the following procedures:

1. **Notification to Parent or Guardian**— At the time of the expulsion, the student is placed on suspension until the time of the expulsion hearing. The School Principal, Assistant Principal or Office Manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. The parent/guardian must come to the school campus that day to participate in an Informal Conference and receive the Suspension paperwork.
2. **Informal Conference** - Once the parent/guardian is notified, s/he must participate in an informal conference with the School Principal or Assistant Principal to discuss details of the suspension, including the offenses(s) committed or the school's Code of Conduct. During this conference, the parent/guardian will receive the official suspension notification letter and be notified that the student may face an expulsion hearing. The student is placed on suspension until the time of the expulsion hearing. The student will receive classwork that must be completed during the time of suspension.
 - a. The conference may be omitted if the School Principal or Assistant Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.
3. **Request for Expulsion to Director of Equity** – Once the Principal concludes the investigation of the behaviors warranting expulsion, s/he submit the recommendation for expulsion to the Director of Equity. The Director of Equity reviews the documentation with the School Principal and determines whether an expulsion hearing is warranted or if the suspension is a sufficient consequence. The School Principal will follow up with the parent/guardian with regarding Notification for the Expulsion Hearing or a Return to School Suspension Conference.
4. **Notification for Expulsion Hearing** – Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include the following:
 - a. The date and place of the hearing;
 - b. A statement of the specific facts, charge(s) and offense(s) upon which the recommended expulsion is based;
 - c. A copy of disciplinary rules which relate to the alleged violation;

- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status to any other district in which the student seeks enrollment
- e. A statement that parent/guardians may file an appeal request for any expulsion decision within seven (7) calendar days of the rendering expulsion decision by the Administrative Expulsion Panel;
- f. A statement that school will provide to the student and parent adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocate, and other due process protections and rights;
- g. An explanation of the parent/guardian's rights at the expulsion hearing, which includes the ability to ask questions, question witnesses and evidence, inspect and obtain copies of documents to be used at the hearing, and be represented by counsel or a non-attorney advisor.

INTERIM PLACEMENT

Students engaged in the expulsion or appeal process are considered suspended pending completion of the process. Due to the potential hardship on the student's family and potential academic strain placed on the student, families are encouraged to act quickly in order to for student to miss the least amount of school possible given the circumstances. Students who are on suspension pending expulsion must receive and complete schoolwork to continue academic progress.

THE EXPULSION HEARING

Education Code Section 48918 mandates that a pupil be invited to participate in a hearing to determine (1) whether the evidence supports the allegation(s) and (2) whether that pupil should and can be expelled. An Administrative Expulsion Panel (AEP) hearing is conducted for each student recommended for expulsion . The expulsion hearing must be conducted in a manner consistent with the student's due process rights and must follow general rules of administrative procedure.

Following the Principal's recommendation for expulsion, a three member Administrative Expulsion Panel (AEP) will meet to review the charges, hear evidence, ensure student's due process rights are maintained, hear and evaluate testimony, and render a decision on the case. The AEP will consist of three (3) impartial certificated administrative ICEF team members and will be selected by the ICEF Board of Directors.

Parents have the right to appear in person or be represented by legal counsel or by a non-attorney adviser. Parents have the right to present oral and documentary evidence on the student's behalf, including witnesses.

The panel shall conduct a hearing to consider the expulsion of a student in a session closed to the public unless waived by student and parents/guardian.

The parent may inspect and obtain copies of all documents to be used.

During the hearing, parents have the right to confront and question witnesses who testify at the hearing and to question all other evidence presented.

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as reasonably accurate and complete written transcription of the proceedings can be made.

Within three (3) school days after the conclusion of the hearing, the AEP shall decide whether to expel the student.

PRESENTATION OF EVIDENCE

A decision to expel a student by the Administrative Expulsion Panel must be supported by substantial evidence that the student committed any of the expellable offenses listed above (also listed in "Attachment A: Grounds for Suspension and Expulsion"). Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the School Principal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

1. ADMINISTRATIVE EXPULSION PANEL REPORT/DECISION

In reaching their conclusion, the AEP will consider (1) Campus safety; (2) severity of incident; (3) the student's history of discipline; (4) potential disruption of learning environment; (5) deterrence. Following the presentation of facts and witness statements during the hearing, the AEP may reach any of the following conclusions:

Reject the Charter School Principal's Recommendation of Expulsion: Following a full rejection of the School Principal's recommendation, the student may return to his/her school.

Reject the School Principal's Recommendation of Expulsion with Conditions: Following rejection of the Charter School Principal's recommendation of expulsion, student will return to school with condition regarding his/her return, which may include a Behavior Plan. The Administrative Expulsion Panel is responsible for determining the conditions of return and creating a reasonable behavior plan that is related in nature to the expellable offense. The student may also be given the opportunity to transfer to another ICEF school if there is no waitlist and space available with the mutual agreement of the parent and the other ICEF school. Should either party disagree, or if space is unavailable due to a waitlist, the student returns to his/her school.

Support the School Principal's Recommendation of Expulsion: Student is expelled from the school, unless expulsion appeal is filed

WRITTEN NOTICE TO STUDENT'S PARENTS

The School Principal, following the determination to expel from the Administrative Expulsion Panel, shall send written notice of the decision to expel to the student's parent/guardian.

This notice shall include the following:

1. The specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new receiving school of the student's exit status from ICEF Public Schools
3. A statement that parents may appeal the decision of the panel by emailing written a request by via email to ExpulsionAppeals@icefps.org or by submitting a written request to ICEF Public Schools, Principal, 5120 W. Goldleaf Circle, Suite 350, Los Angeles, CA 90056.
4. A statement explaining the expelled student's rehabilitation plan as created by the Administrative Expulsion Panel and the date the student is eligible for reinstatement, as well as informing the parent of their responsibility to submit records/documents to prove the student's compliance with the rehabilitation plan and request reinstatement. ICEF will facilitate possible placements following expulsion, but it is the student/family's responsibility to enroll the student in a new school. The School Director of Equity will provide copies of the student's record to the parents and student's new placement upon request.

EXPULSION APPEALS

Pursuant to E.C. Section 48919, any student expelled by the ICEF Public School may, within thirty (30) days following the decision to expel, file an appeal. Parents may appeal the decision of the AEP emailing ExpulsionAppeals@icefps.org or submitting a written request to ICEF Public Schools, Attention: Director of Equity, 5120 W. Goldleaf Circle, Suite 350, Los Angeles, CA, 90056.

Families have up to thirty (30) calendar days to file an appeal; however, we encourage families to file appeals as soon as possible due to the strain and hardship on the student and the Charter School of missing class time. The student is considered suspended until a meeting is convened to hear the appeal, within ten (10) working days of receipt of the appeal request. The Appeals Panel will be selected by the ICEF Board of Directors and consists of three (3) impartial certificated administrative ICEF Team Members who were not part of the AEP . During the appeal hearing, the student/parent is allowed to present evidence under the same guidelines as the original hearing. The decision of the Appeals Panel will be communicated in writing to the student and parent no more than three (3) working days following the Appeals Hearing. The decision of the Appeals Panel is final.

EXPULLED PUPILS/ ALTERNATIVE EDUCATION

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

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the complaining witness or the testimony of that complaining 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 complaining witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Expulsion Panel or Appeals Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case shall be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel or non-attorney advocate, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons shall be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. If the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the AEP member conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a

determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person or non-attorney advocate. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

DISCIPLINARY RECORDS

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

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

The Charter School 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 Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment 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.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, 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 Charter School, 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 Charter School, 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 and implement a behavioral intervention plan for such child, provided that the Charter School 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 Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 Charter School 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.

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

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

The School Principal 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.

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School 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 Charter School 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 Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

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

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

As the employer of all VPPA staff, ICEF will enroll all eligible certificated staff in State Teachers Retirement System (“STRS”) and appropriate classified employees in the CalPers (“CalPers”) program in order for them to receive employee retirement benefits as mandated by this Charter, the State of California and the Los Angeles County Office of Education (“LACOE”). The ICEF Public Schools will use a retirement reporting system compatible with LACOE to report contributions in a timely matter. An outside service provider (ExED) is currently engaged to handle payroll for ICEF schools. Therefore, ExED transmits ICEF payroll information to Hess and Associates, who in turn reports to LACOE. In the future this may change as ICEF Public Schools may be allowed to submit directly to LACOE the appropriate employee contributions.

ICEF will prepare and submit all required LACOE forms and documents related to staff qualification and registrations along with any and all required reports or documentation by LACOE.

ICEF Public schools will maintain and abide by its school contract for the VPPA with LACOE along with any amendments or changes in contributions required by the program.

Certificated Employees

All eligible staff from the Charter School will participate in a defined benefit Plan ("STRS" or "Plan"), as established by the State of California and the LACOE. Certificated employees not eligible for STRS will be enrolled in Social Security. As part of the Plan, all salaried employees will contribute the required percentage of their salary. All withholdings from employees and from the ICEF Public schools will be sent to the STRS as required. Employees will accumulate service credit years in the Plan as determined by the terms of Defined Benefit Plan and the ICEF Board of Directors. The vesting period and other relevant Plan terms will be defined as set in the Plan.

Any employee who separates from the Charter School, whether voluntarily or involuntarily, prior to the end of the vesting period as defined by the Plan, will receive all deferred by them from their paycheck. The monies contributed will remain in the Plan.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

VPPA will communicate to all prospective and current parents and students that VPPA is a school of choice, and parents may choose to send their children to a different school in the area. Parents and Students are informed of their alternatives during the school enrollment process.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

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

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Chief Executive Officer
ICEF Public Schools
c/o ICEF Public Schools
5120 Goldleaf; Suite 350
Los Angeles, CA. 90056

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised

08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

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

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This

practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)

- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

ICEF's Chief Schools Office will serve as the school's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from

conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- ☐ Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- ☐ Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- ☐ Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- ☐ Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- ☐ Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- ☐ **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- ☐ **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state

accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. 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.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of

the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

View Park Preparatory Accelerated Charter Middle School (also referred to herein as “View Park Prep” “VPPA,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for

the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically

measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

LEGAL AND POLICY COMPLIANCE

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

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter

School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

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

Element 14 – Mandatory Dispute Resolution

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

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

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation

proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each

grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the

District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire,

health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. 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.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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