



**ICEF Vista Elementary Academy
Charter Renewal Petition**

July 1, 2018 to June 30, 2023

Respectfully submitted to:

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

July 21, 2017

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS	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>33</u>
<u>SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT</u> <u>POPULATION</u>	<u>34</u>
<u>AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY WILL BE IMPROVED IN THE NEW</u> <u>CHARTER TERM</u>	<u>35</u>
STUDENT POPULATION TO BE SERVED	38
<u>TARGET POPULATION</u>	<u>38</u>
<u>ENROLLMENT PLAN.....</u>	<u>38</u>
GOALS AND PHILOSOPHY	39
<u>MISSION AND VISION</u>	<u>39</u>
<u>AN “EDUCATED PERSON” IN THE 21ST CENTURY</u>	<u>39</u>
<u>HOW LEARNING BEST OCCURS</u>	<u>40</u>
<u>GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG</u> <u>LEARNERS</u>	<u>42</u>
<u>THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)</u>	<u>42</u>
INSTRUCTIONAL DESIGN	47
<u>CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND</u> <u>RESEARCH</u>	<u>47</u>
<u>CURRICULUM AND INSTRUCTION</u>	<u>52</u>
<u>INNOVATIVE CURRICULAR COMPONENTS.....</u>	<u>54</u>
<u>INTERVENTION AND ENRICHMENT PROGRAMS.....</u>	<u>54</u>
<u>CURRICULAR AND INSTRUCTIONAL MATERIALS</u>	<u>57</u>
<u>3RD-5TH 70</u>	
<u>INSTRUCTIONAL METHODS AND STRATEGIES.....</u>	<u>71</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>72</u>
<u>HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY</u>	<u>73</u>
ACADEMIC CALENDAR AND SCHEDULES.....	74
<u>ACADEMIC CALENDAR</u>	<u>74</u>
<u>SAMPLE DAILY SCHEDULE</u>	<u>75</u>
<u>INSTRUCTIONAL DAYS AND MINUTES</u>	<u>80</u>
<u>EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.....</u>	<u>81</u>
TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT	81
<u>TEACHER RECRUITMENT</u>	<u>ERROR! BOOKMARK NOT DEFINED.</u>
<u>PROFESSIONAL DEVELOPMENT.....</u>	<u>81</u>
MEETING THE NEEDS OF ALL STUDENTS.....	83
<u>STUDENT SUCCESS TEAM.....</u>	<u>83</u>
<u>ENGLISH LEARNERS</u>	<u>85</u>
INITIAL IDENTIFICATION FLOW CHART	88
<u>GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL.....</u>	<u>97</u>
<u>STUDENTS ACHIEVING BELOW GRADE LEVEL</u>	<u>98</u>
<u>SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS</u>	<u>99</u>
<u>STUDENTS WITH DISABILITIES</u>	<u>100</u>
<u>STUDENTS IN OTHER SUBGROUPS.....</u>	<u>102</u>
A TYPICAL DAY	103
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND	ELEMENT
3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE	3
MEASURED	110
MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM	111
MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE	
TARGETS	111
METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE	
ASSESSMENT	111
DATA ANALYSIS AND REPORTING	114
GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION.....	114
<u>PROMOTION AND RETENTION POLICY.....</u>	<u>116</u>

ELEMENT 4 – GOVERNANCE	118
GOVERNANCE STRUCTURE.....	120
<u>ORGANIZATIONAL CHART</u>	<u>121</u>
<u>MAJOR ROLES AND RESPONSIBILITIES</u>	<u>121</u>
GOVERNING BOARD COMPOSITION AND MEMBER SELECTION	125
GOVERNANCE PROCEDURES AND OPERATIONS	126
STAKEHOLDER INVOLVEMENT	127
 ELEMENT 5 – EMPLOYEE QUALIFICATIONS	 130
EMPLOYEE POSITIONS AND QUALIFICATIONS	130
<u>CMO ACADEMIC LEADERSHIP STAFF</u>	<u>131</u>
<u>SCHOOL SITE STAFF</u>	<u>136</u>
 ELEMENT 6 – HEALTH AND SAFETY PROCEDURES	 147
CUSTODIAN OF RECORDS	149
STUDENT HEALTH AND WELLNESS.....	149
 ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	 150
 ELEMENT 8 – ADMISSION REQUIREMENTS	 153
ADMISSION REQUIREMENTS	153
LOTTERY PREFERENCES AND PROCEDURES	155
 ELEMENT 9 – ANNUAL FINANCIAL AUDITS	 158
ANNUAL AUDIT PROCEDURES	158
<u>AUDITOR SELECTION AND QUALIFICATION PROCESS</u>	<u>159</u>
 ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES	 160
SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM	162
ICEF’S SUSPENSION AND EXPULSION POLICY	163
GROUND’S FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION.....	164
<u>ENUMERATED OFFENSES</u>	<u>164</u>
<u>IN-SCHOOL SUSPENSION</u>	<u>170</u>

AUTHORITY TO SUSPEND AND EXPEL STUDENTS	170
SUSPENSION PROCEDURES	171
<u>RIGHT TO APPEAL</u>	<u>172</u>
EXPULSION PROCEDURES	172
SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES	177
DISCIPLINARY RECORDS	178
SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES	178
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS	180
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	183
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES	184
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION	185
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	188
ADDITIONAL PROVISIONS.....	195

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

ICEF Vista Elementary Academy Los Angeles Charter School (also referred to herein as “IVEA” and “Charter School School”)

- 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); Ed. Code § 220.)
- 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 her parent or legal guardian, within this 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 as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School pupil assessments applicable to pupils in non-charter public schools. (Ed(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 independently from LAUSD for collective bargaining *Assurances, Affirmations, and Declarations* section 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:	Ryan Gomez Chief Schools Officer
The contact address for Charter School is:	<i>School Site:</i> Stoner ES (LAUSD Prop 39) Gr TK-2 11735 Braddock Drive Culver City, CA 90230 St. Gerard Majella Gr 3-5 4471 Inglewood Blvd. Los Angeles, CA 90066
The contact phone number for Charter School is:	(323) 298-6400
The proposed address or target community of Charter School is:	11735 Braddock Drive Culver City, CA 90230 4471 Inglewood Blvd. Los Angeles, CA 90066
This location is in LAUSD Board District:	4
This location is in LAUSD Local District:	West
The grade configuration of Charter School is:	TK-5
The number of students in the first year will be:	370

The grade level(s) of the students in the first year will be:	TK-5
Charter School's scheduled first day of instruction in 2018-19 is:	August 13, 2018
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	450
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:	8:00 – 3:00
The term of this charter shall be from:	July 1, 2018 to June 30, 2023

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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

COMMUNITY NEED FOR CHARTER SCHOOL

ICEF Vista Elementary Academy (IVEA) opened in 2008 after being approved by the Los Angeles Unified School District (LAUSD or District). IVEA currently serves approximately 354 students in grades TK-5: 97% of our students qualify for Free or Reduced-Price Lunch (FRPL), 1% are African American, 97% are Hispanic/Latino, 51% are English Learners (ELs), and 10% qualify for special education (SpEd).

Both school sites of IVEA are located in the Del Rey neighborhood of West Los Angeles. According to the *L.A. Times* Neighborhood Mapping profile, this predominantly Latino neighborhood has average educational attainment (30.9% of residents over 25 have a four-year college degree) for the West LA area, with a broad income range in the community.

(<http://maps.latimes.com/neighborhoods/neighborhood/del-rey/>) While crime rates in the 2.45 square mile Del Rey neighborhood are better than some nearby areas of West LA (the community ranks 112th in violent crimes and 136th in property crimes over the most recent 6 month period, out of 209 different neighborhoods tracked by the *Times*), some of the neighboring communities are also amongst the highest crime rates in Los Angeles: Over six months from October to April 2017, Venice ranked 50th/209 communities for violent crimes and 40th/209 for property crimes; Marina del Rey ranked 75th/209 violent crimes and 21st/209 for property crimes.

Our scholars experience challenges in their daily lives that many 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 typically arrive at IVEA one or more grade levels behind.

IVEA 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

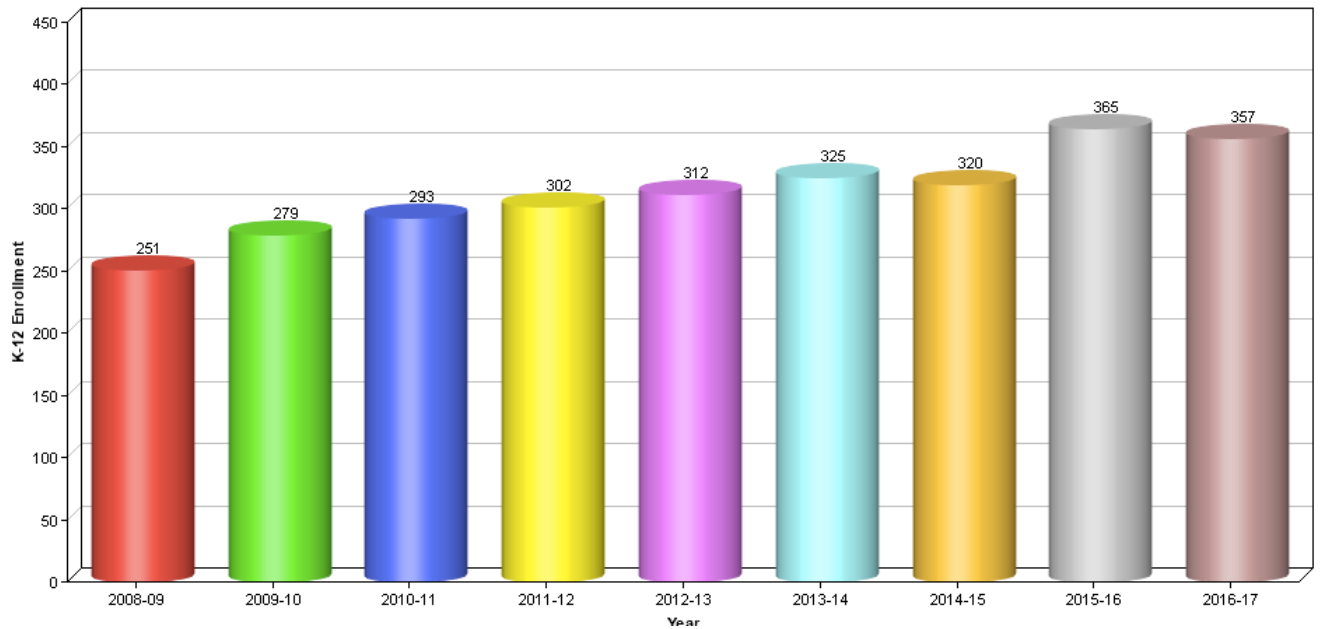
The IVEA community is proud of its academic, extracurricular, and systematic successes shown over the last four years. Our successes can be seen in academic measures, expanding extra-curricular opportunities, excellent discipline data, and consistent enrollment data.

As of 2013, the last year of API rankings, ICEF Vista Elementary scored a 7 out of 10, meaning IVEA is in the top 30% of schools across California. When compared to schools who serve similar demographic populations, ICEF Vista Elementary scored a 10 out of 10, meaning we were in the top 10% of schools across California. Once the API measures ended, we can look at other academic measures including CAASPP data. Per Smarter Balanced Assessment Consortium (SBAC) data, IVEA has continually scored at least as well as, and generally has outscored, other schools in its neighborhood as well as the surrounding district as a whole. This is especially poignant when viewed through the lens of demographic filters. When filtered for demographic data, our English Learners, Hispanic, and socioeconomically disadvantaged students outscore the local schools, proving again that IVEA is an important education option in the community.

Over the last four years, IVEA has greatly expanded the extracurricular opportunities made available to our students. It is the belief of ICEF Vista that students show more success when a wide range of support and opportunities are given. The extra-curricular opportunities have grown from after school tutoring and an after school program to include academic and social clubs, choir, as well as sports opportunities.

While academic performance is important in the measure of any school, IVEA also values and acknowledges the important role that socio-emotional support plays in success. To this end, IVEA has dedicated time and resources to counseling, social emotional development, and clear, consistent classroom practices. Because of this, ICEF Vista Elementary has maintained 0% expulsion and 0% suspension rates over the last four years, with the exception of the 2016-2017 school year in which one student was suspended towards the end of the school year.

Due to IVEA’s successes, our school enrollment has continually grown. This includes an expansion to a co-located location. Our enrollment is shown below:

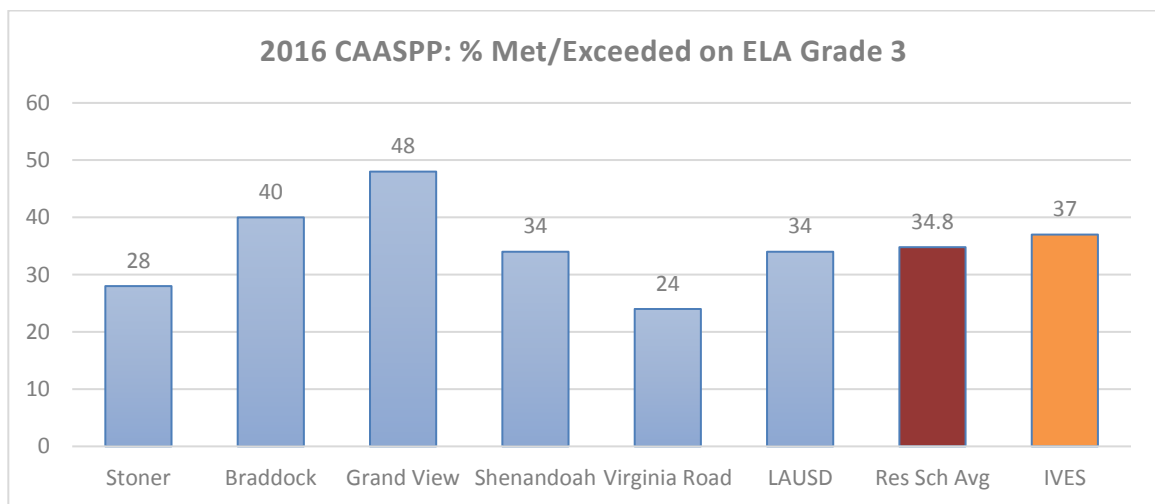


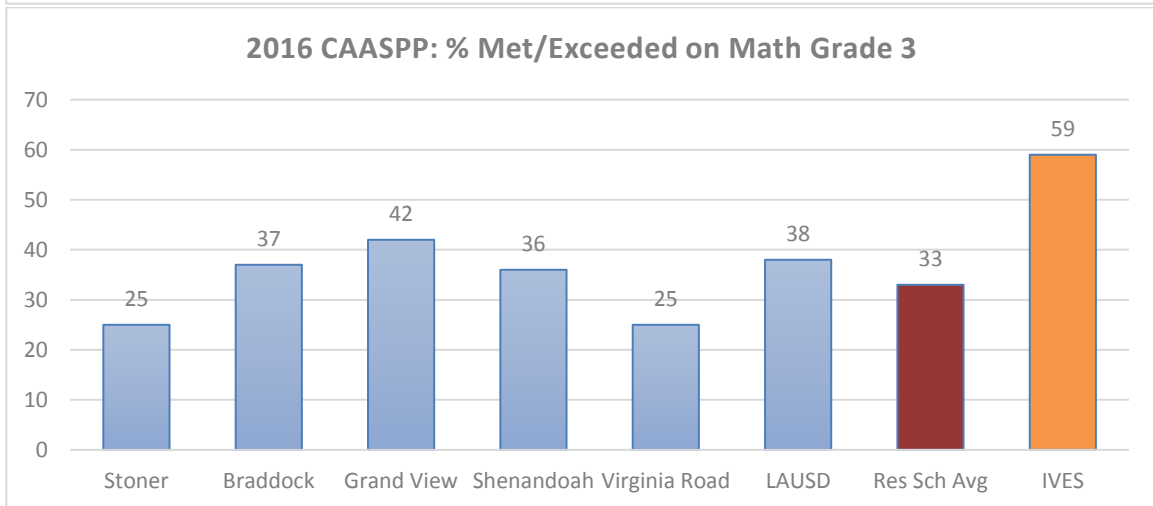
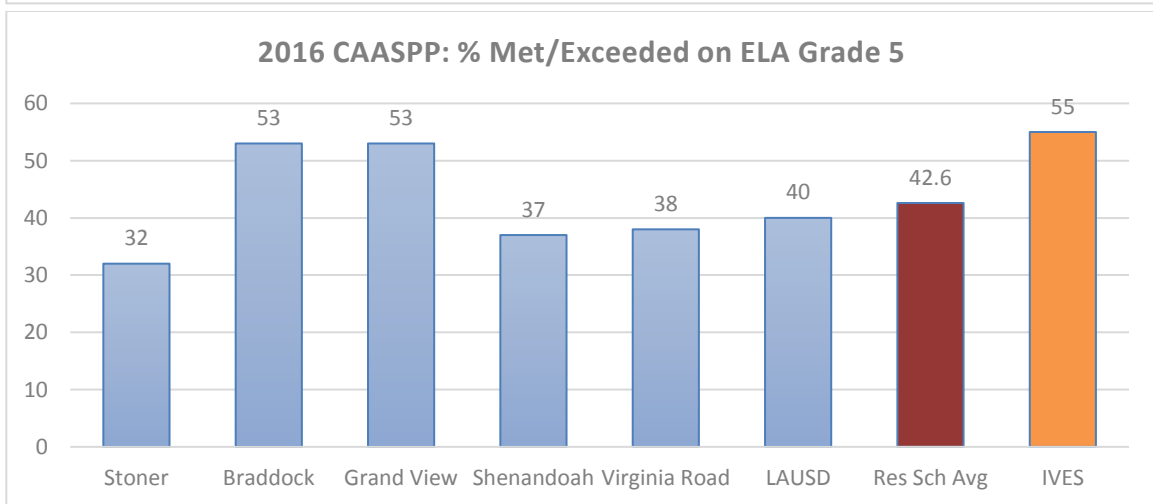
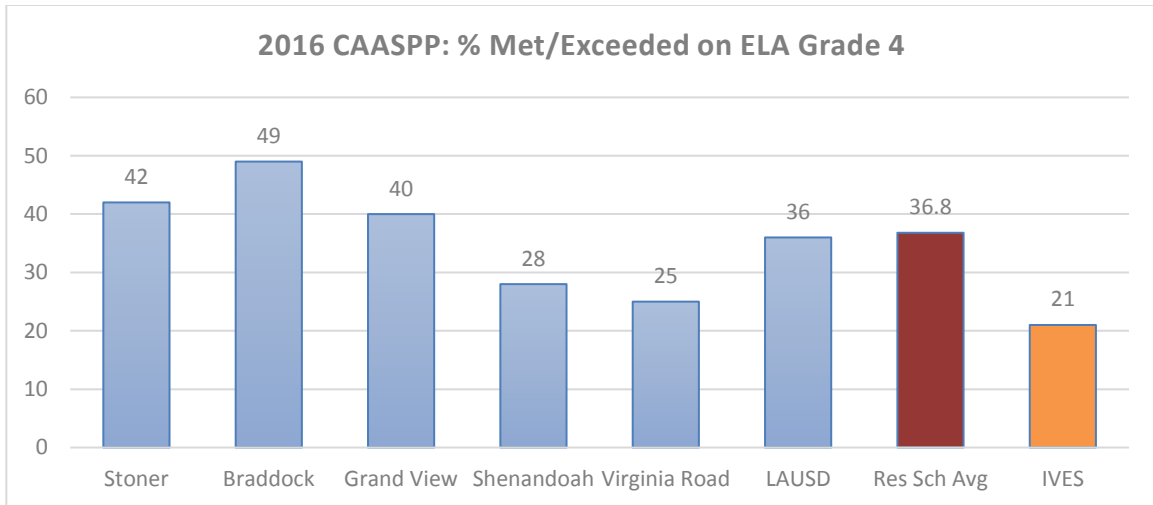
Due to continued and growing success, we are proud to have IVEA as an educational option in this community for the foreseeable future.

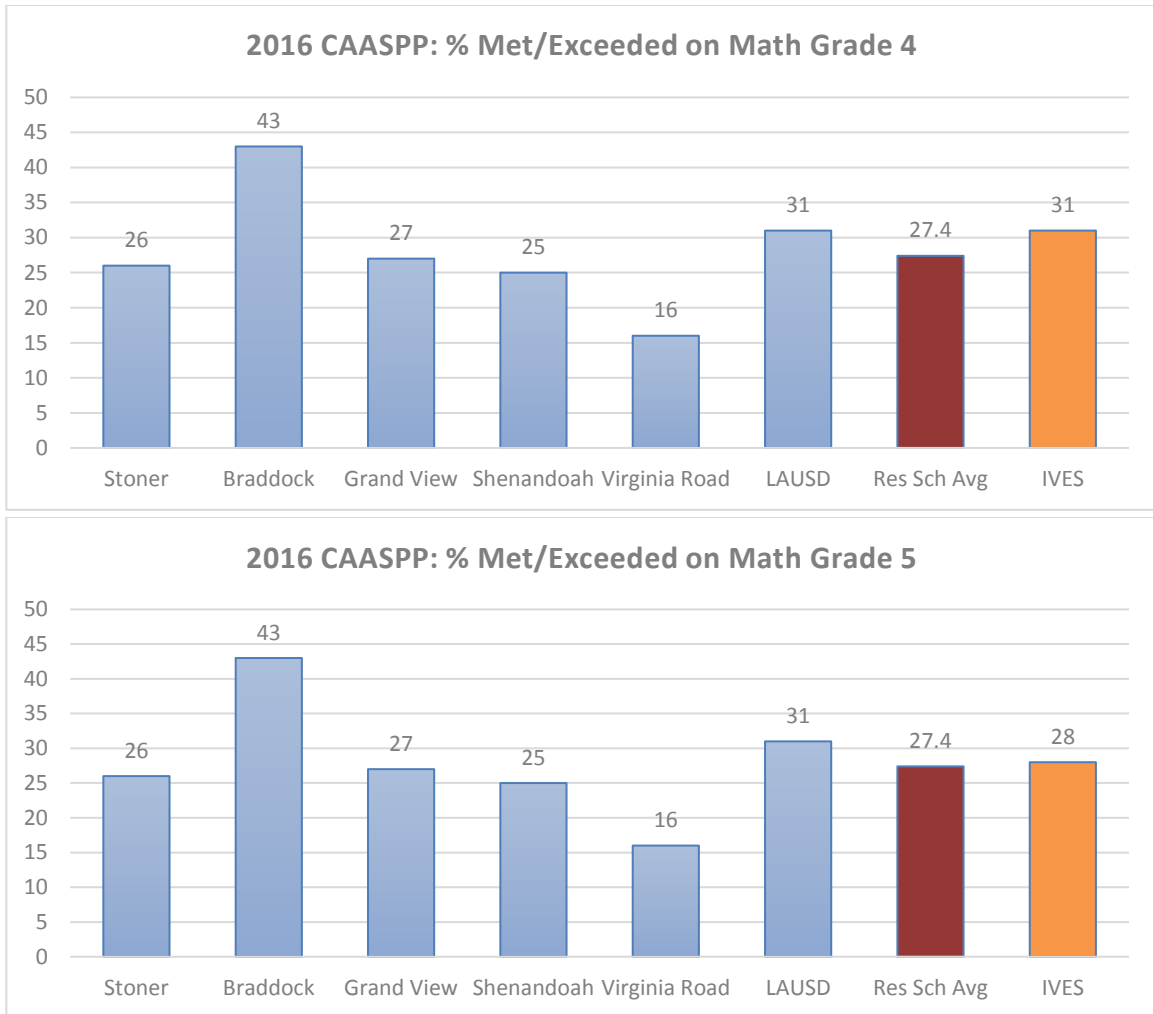
Academic Performance Data and Other Absolute and Comparative Performance Indicators

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The results from the new, more complex CAASPP reveal some room for growth, and many areas of promise. On the 2016 CAASPP, the percentage of IVEA students who met/exceeded standards in both ELA and Math were higher than the Resident Schools average at every grade level, with the exception of 4th grade ELA:

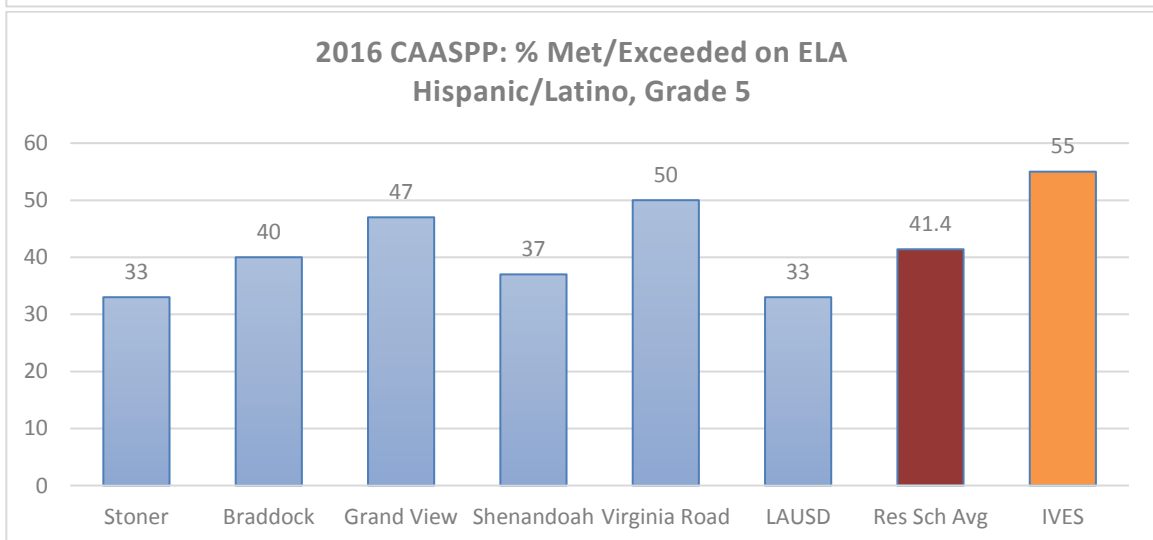
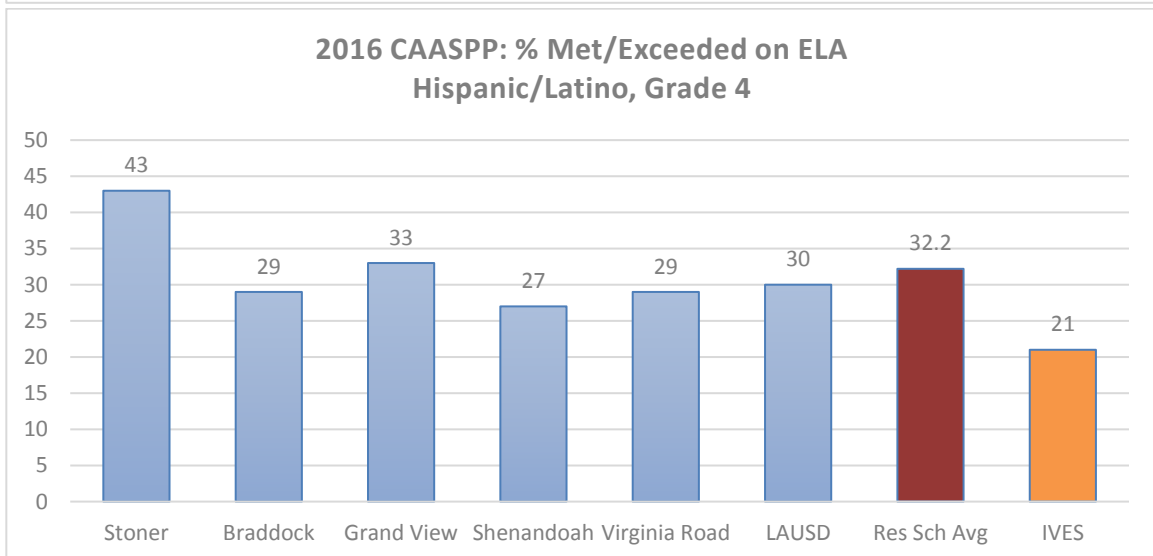
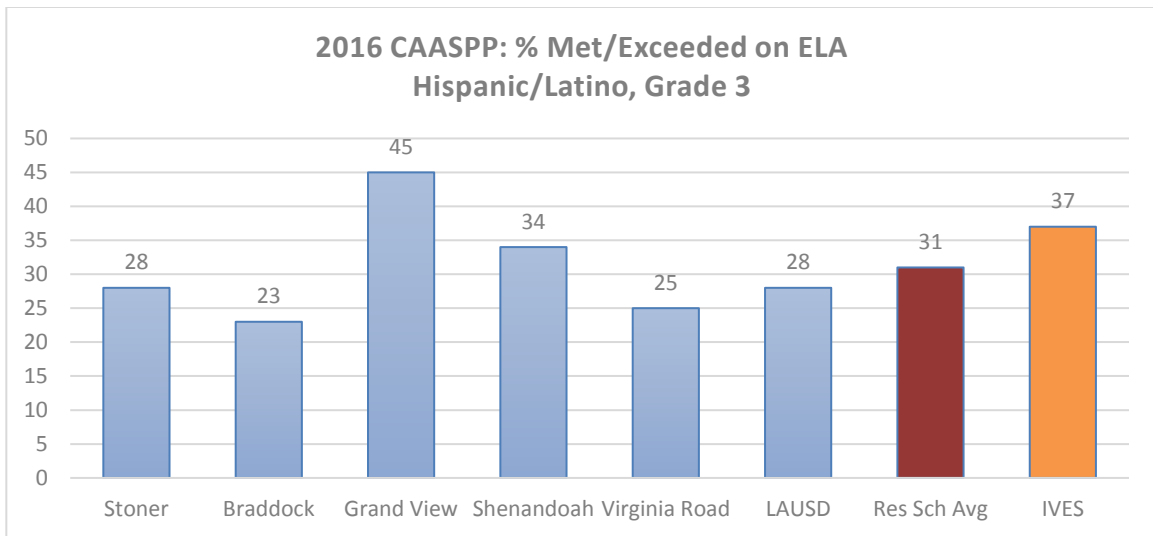


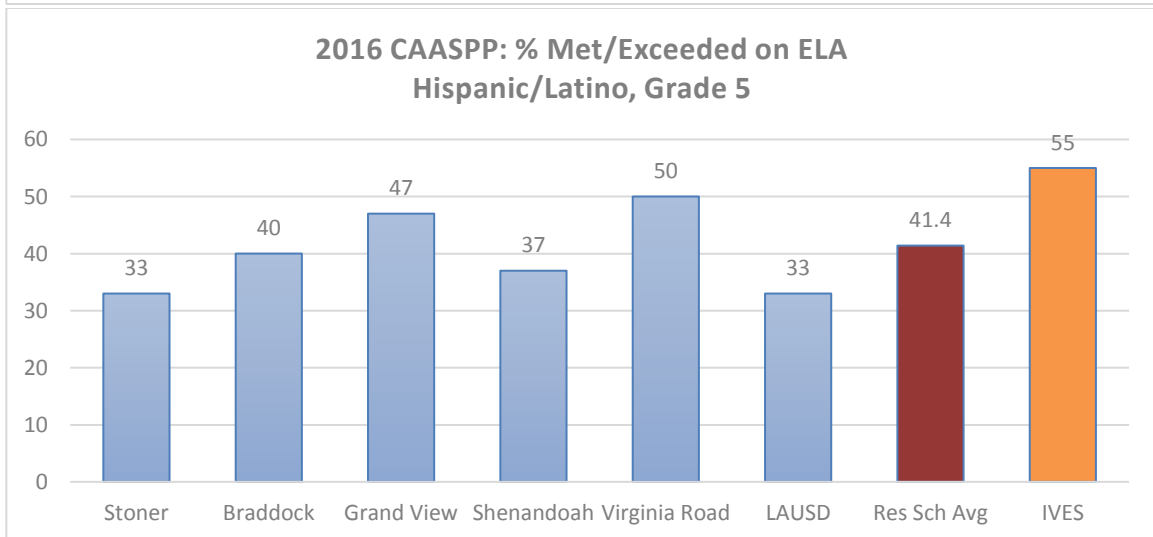
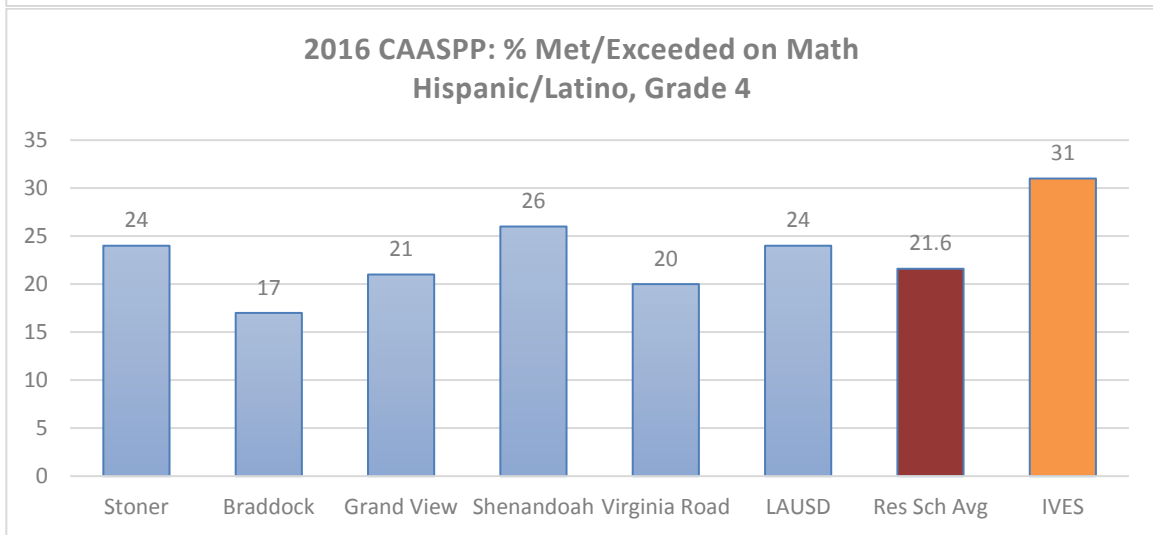
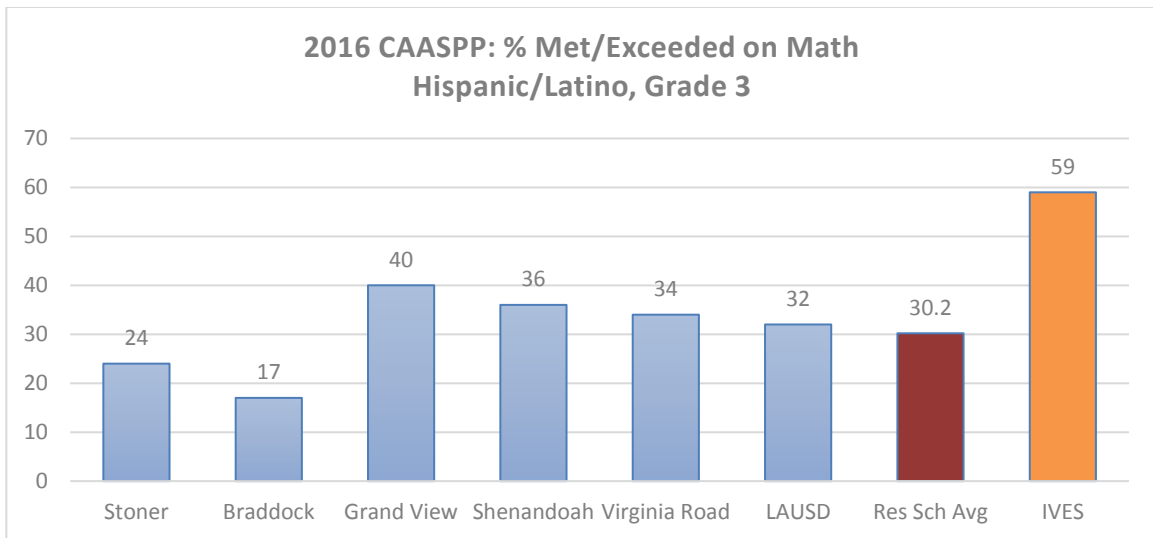




Source: <http://caaspp.cde.ca.gov/SB2016/SearchCAA>

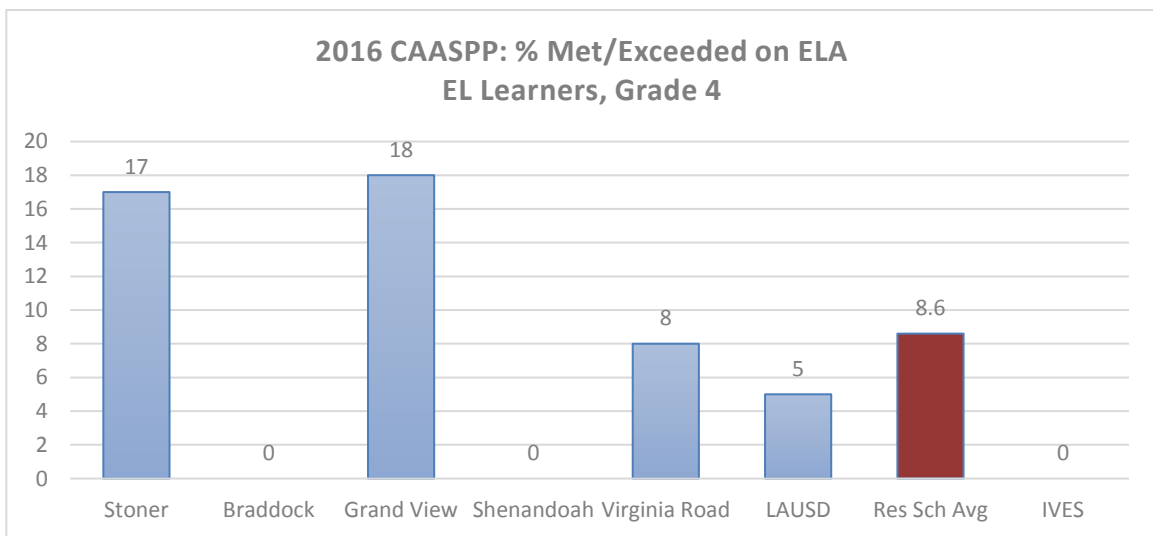
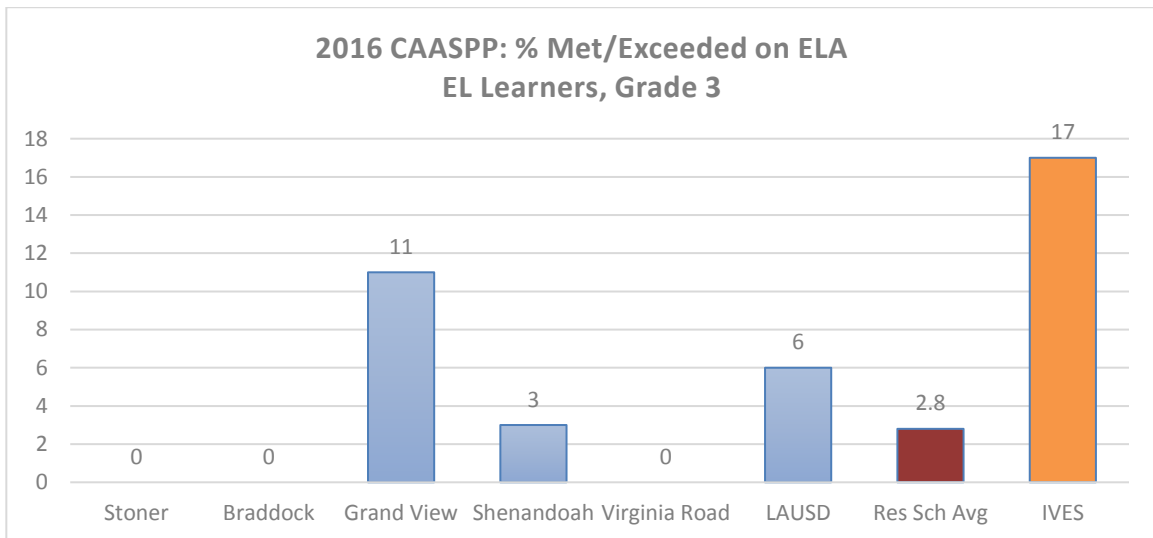
Additionally, the percentage of IVEA’s Hispanic/Latino subgroup who met/exceeded standards is larger than the Resident Schools average in ELA and Math at every grade level, with the exception of 4th grade ELA :

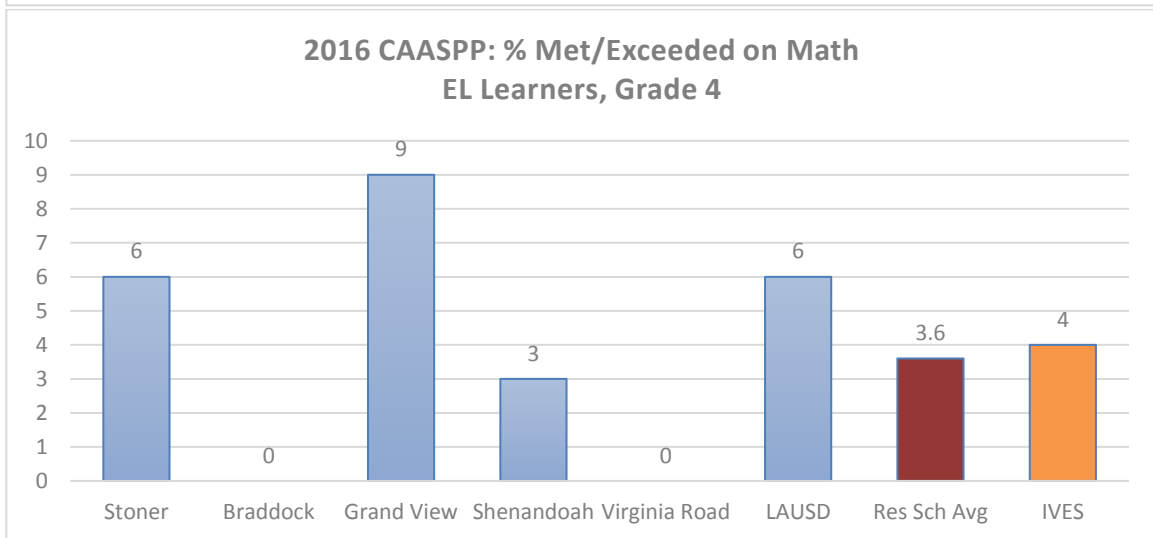
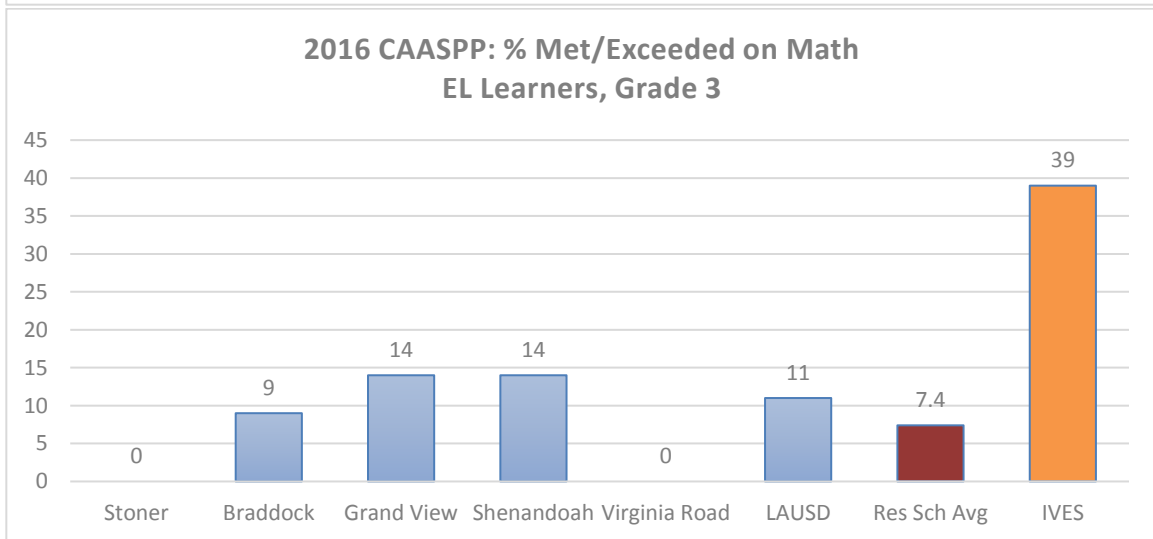
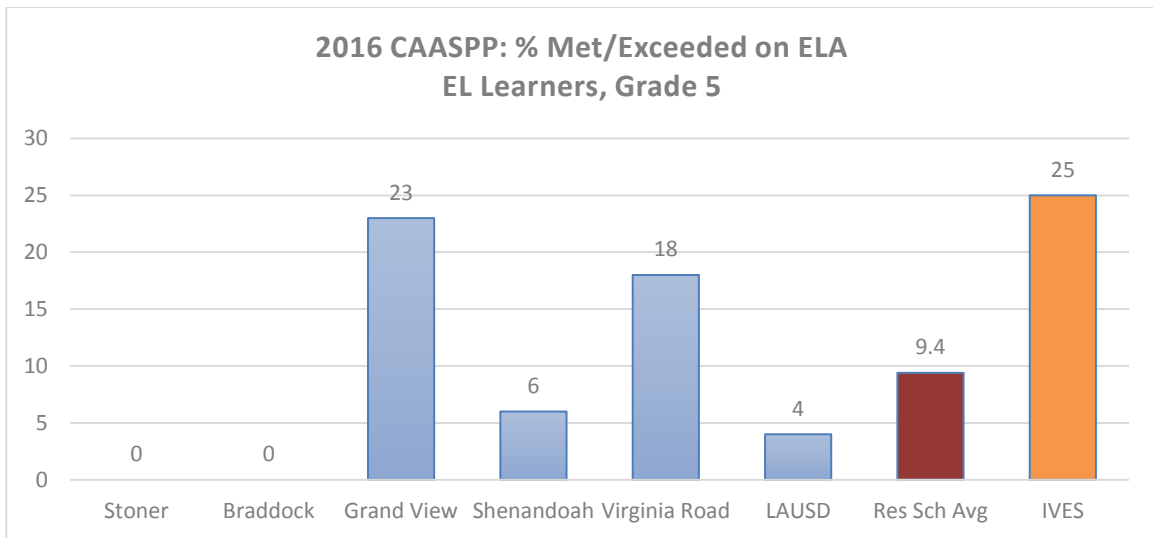


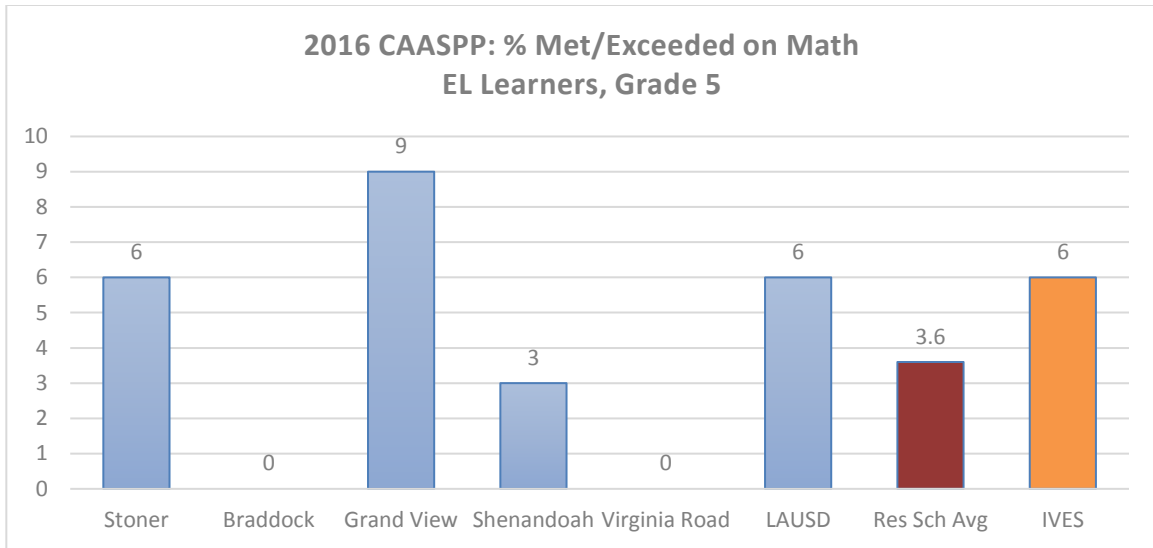


Source: <http://caaspp.cde.ca.gov/SB2016/SearchCAA>

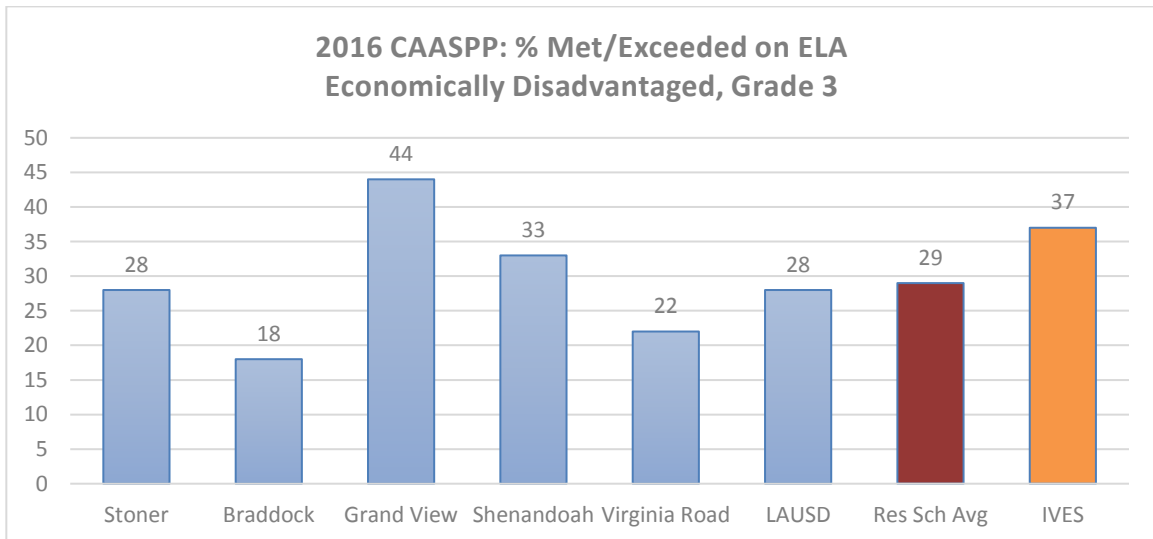
Similarly, the percentage of IVEA's EL Learners students subgroup who met/exceeded standards is larger than the Resident Schools average in ELA and Math at every grade level, with the exception of 4th grade ELA:

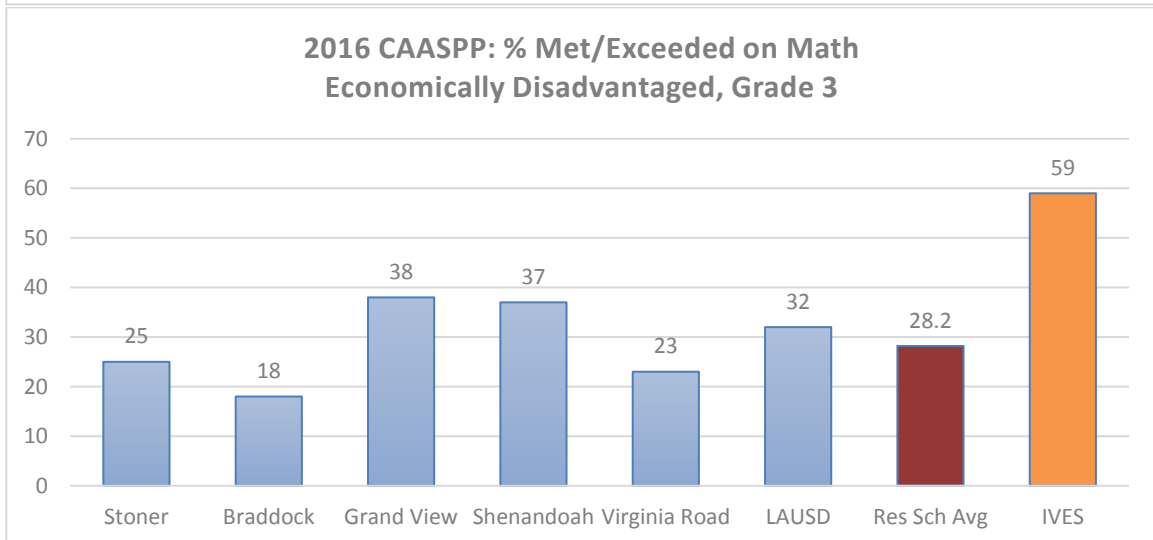
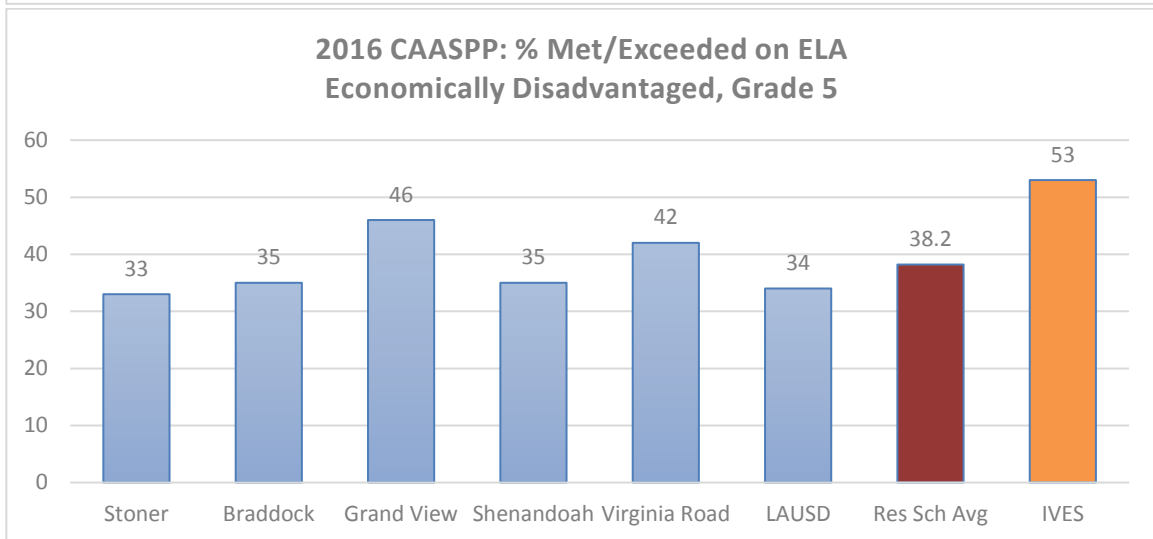
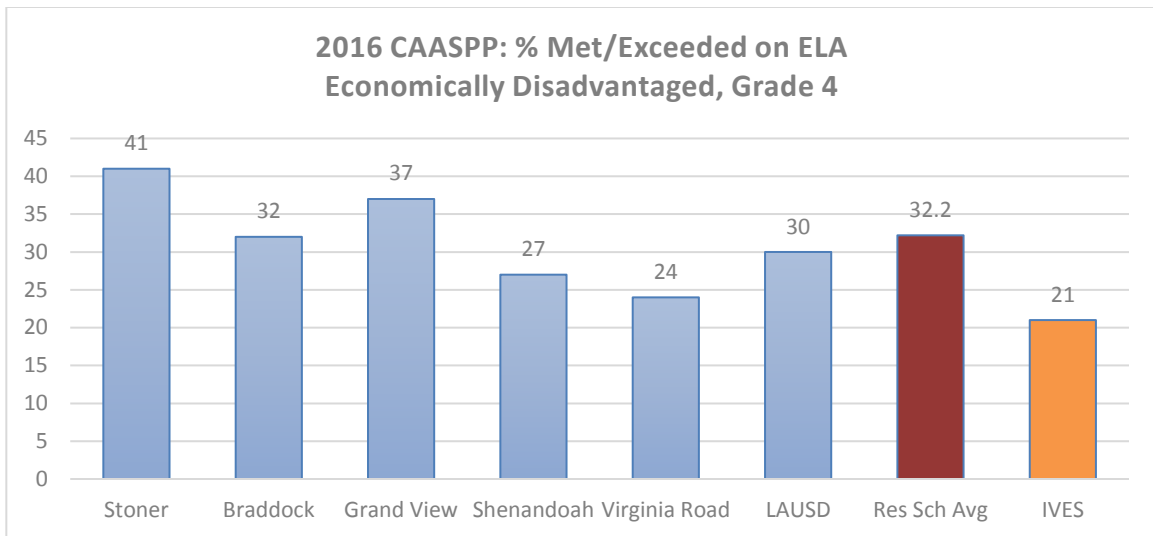


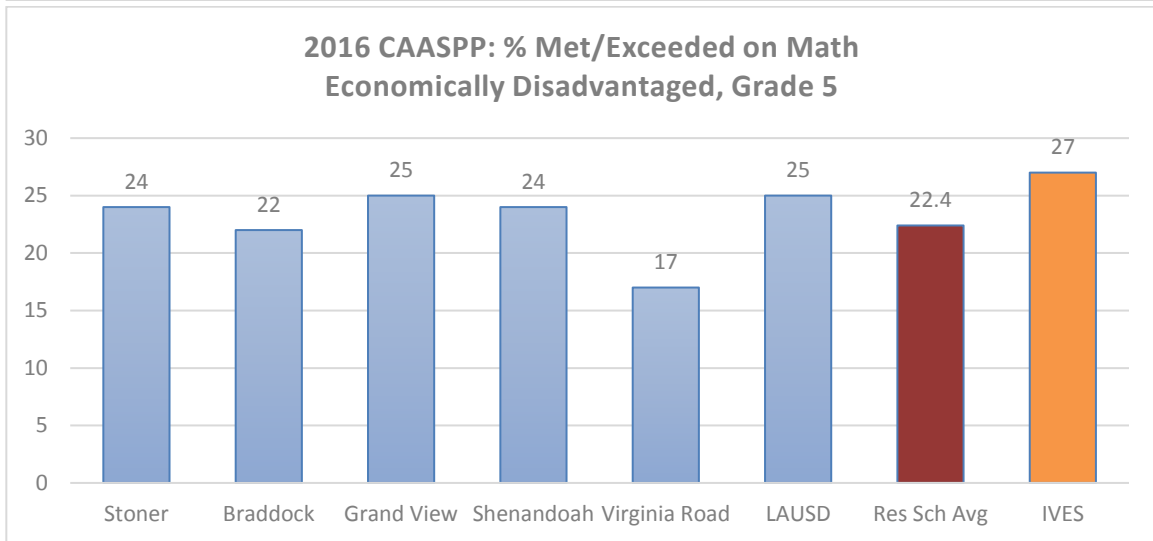
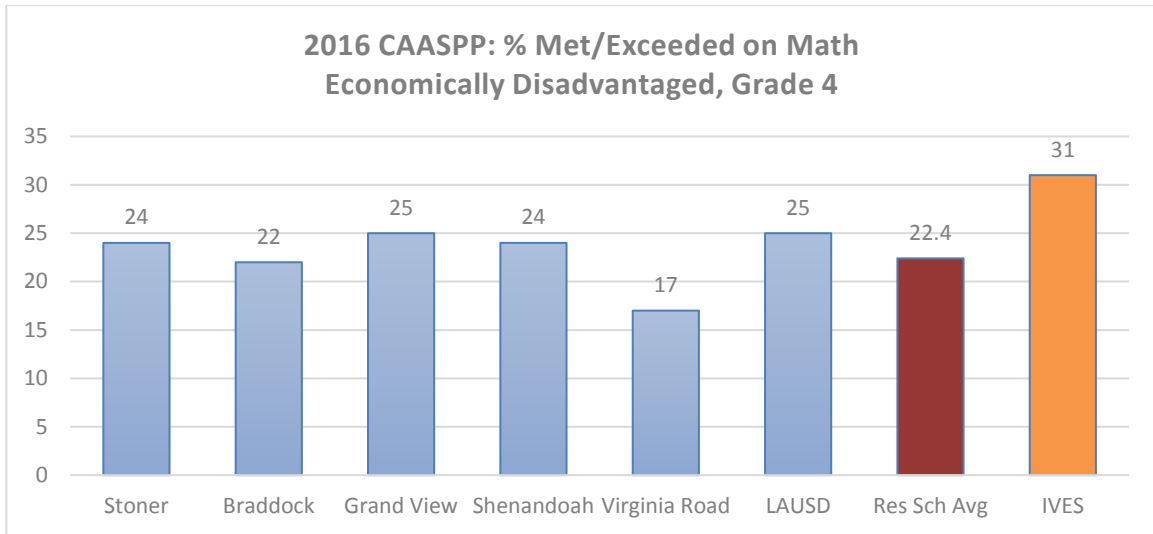




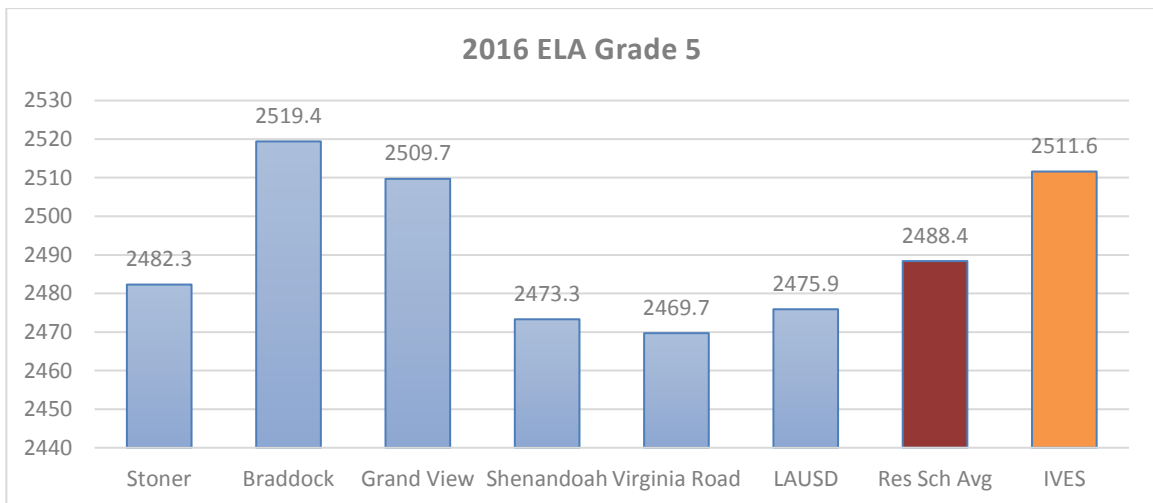
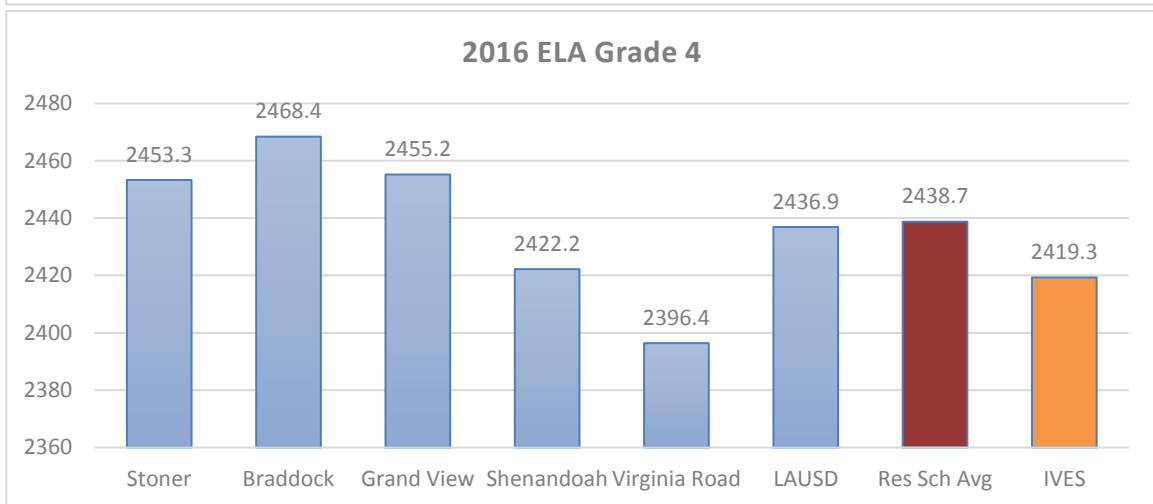
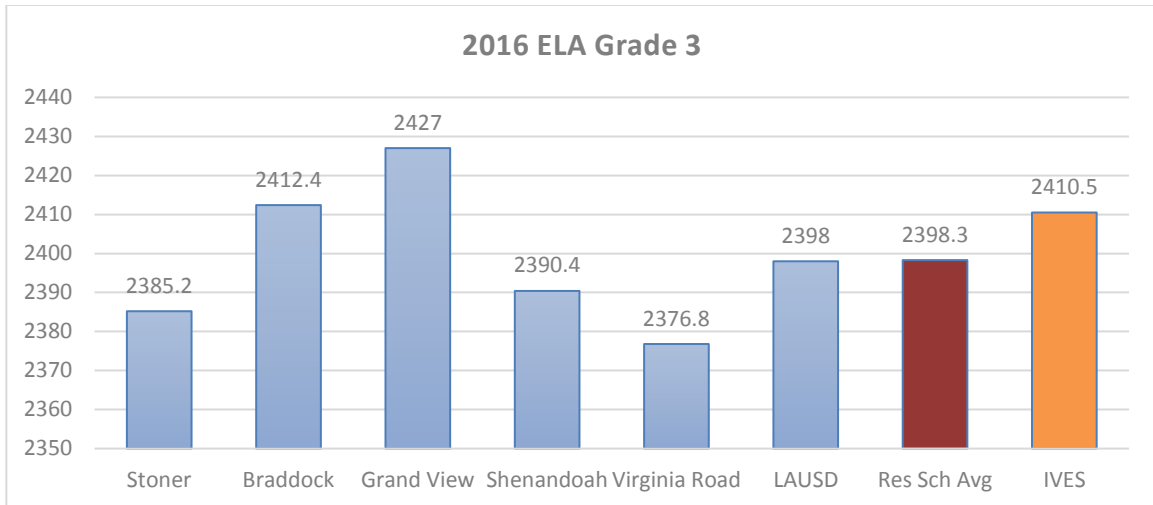
Furthermore, the percentage of IVEA's Economically Disadvantaged students subgroup who met/exceeded standards is larger than the Resident Schools average in ELA and Math at every grade level, with the exception of 4th grade ELA:

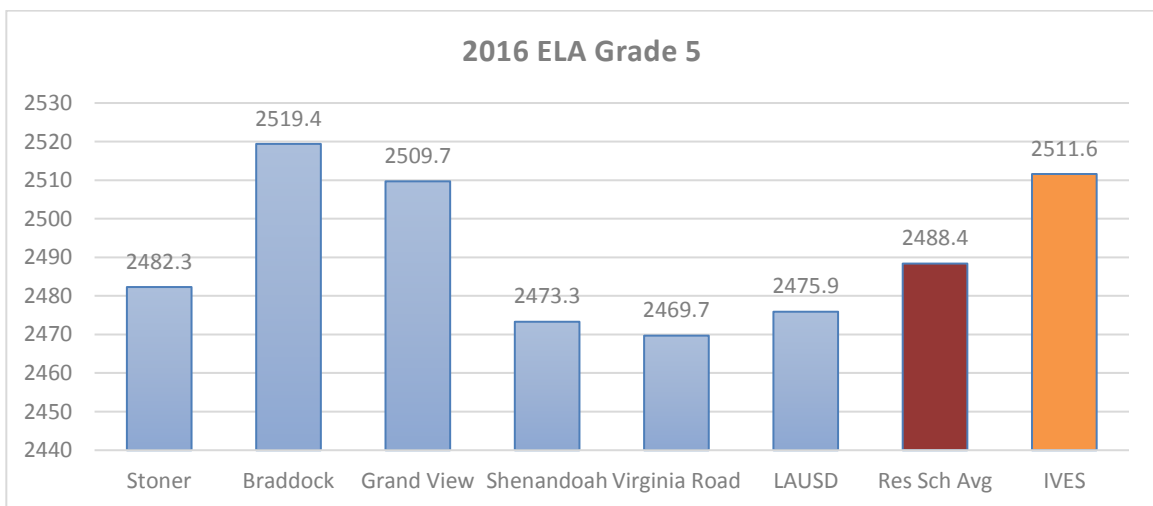
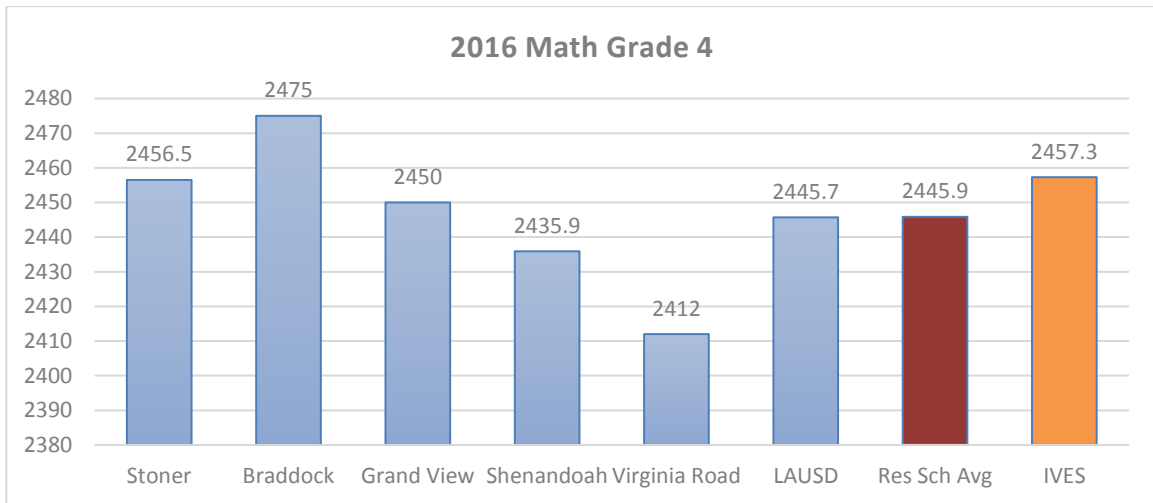
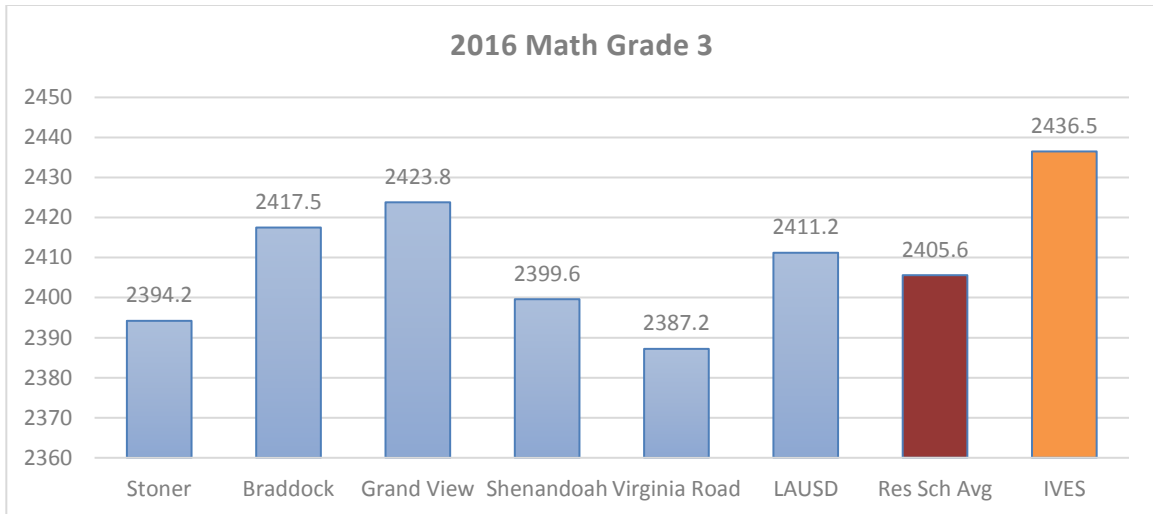






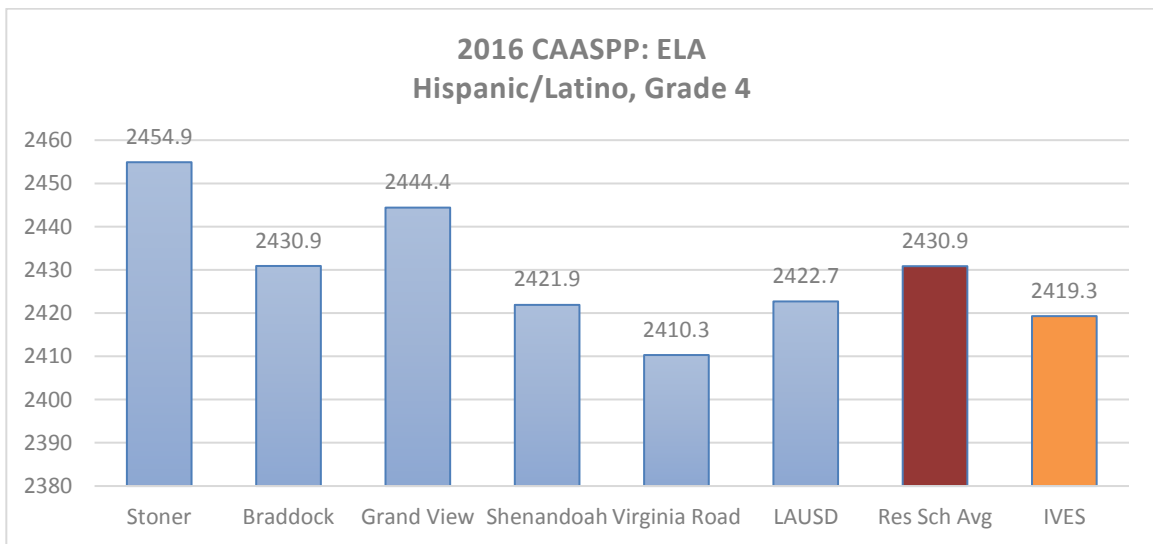
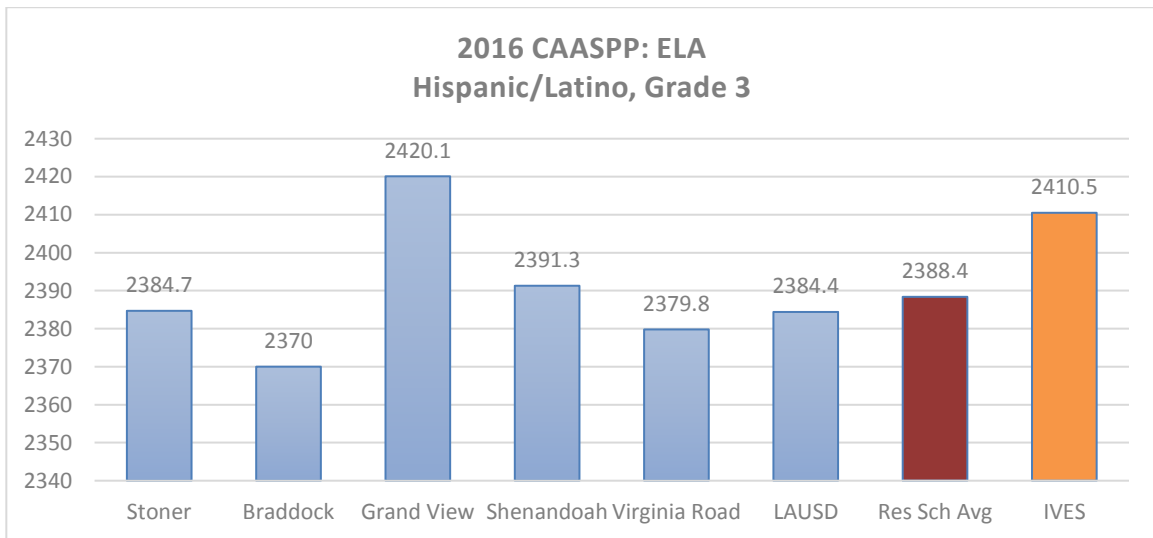
Most notably, when comparing the grade level Mean Scale Scores to the comparison Resident schools, we see that almost every grade level at IVEA is performing better than most of their peers at neighboring schools, with the exception of 4th grade ELA in which our students are just slightly below the average:

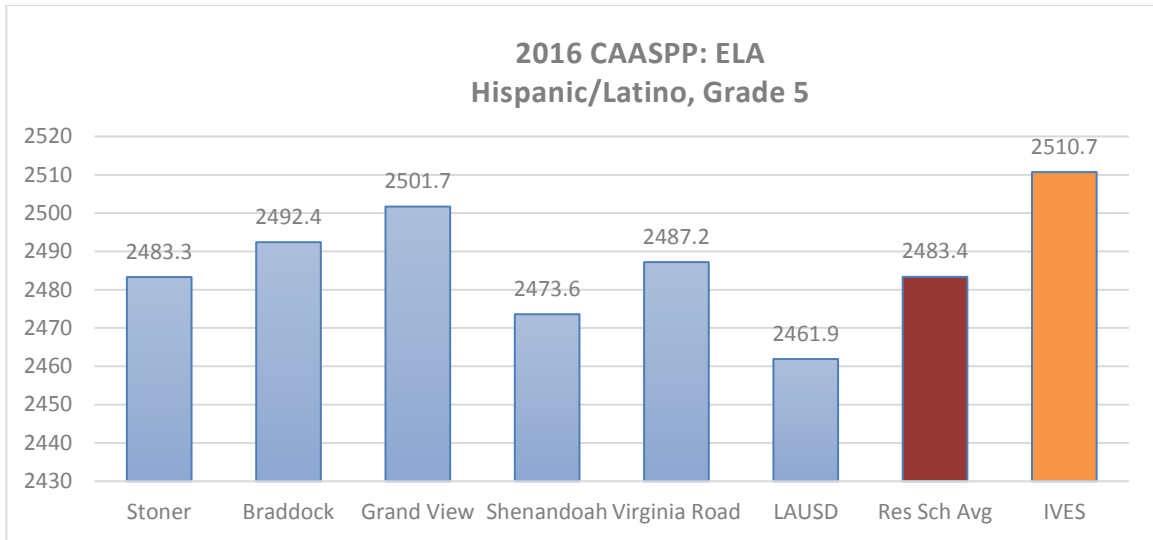




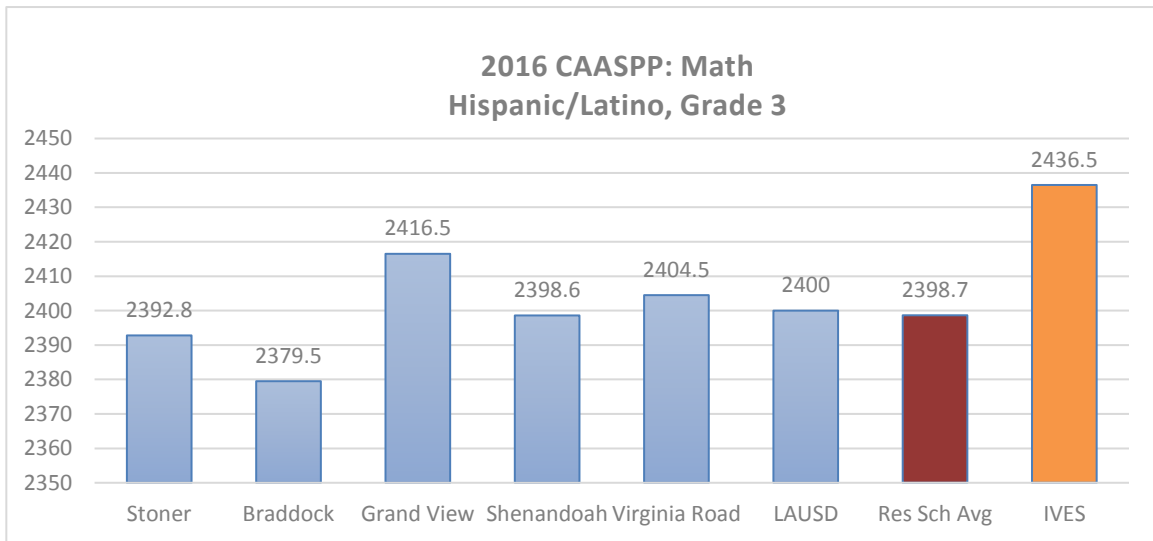
We note that as a school with a population that is almost entirely Hispanic/Latino, our Hispanic/Latino students' Mean Scale Score comparisons outperformed the Resident Schools Averages for this subgroup

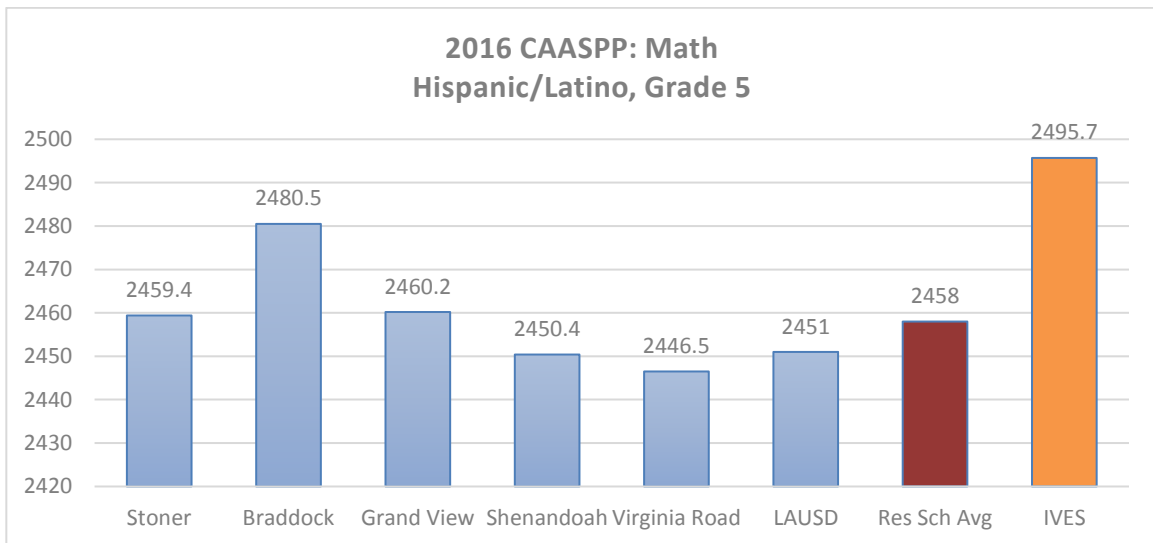
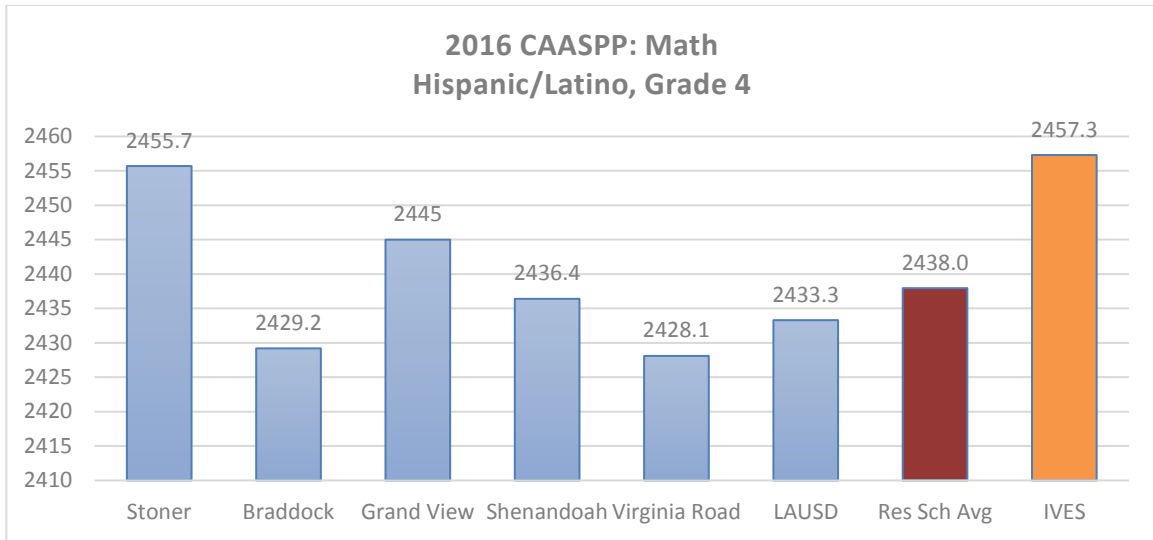
at every grade level in both ELA and Math, with the exception of 4th grade ELA in which our students scored slightly below the average:



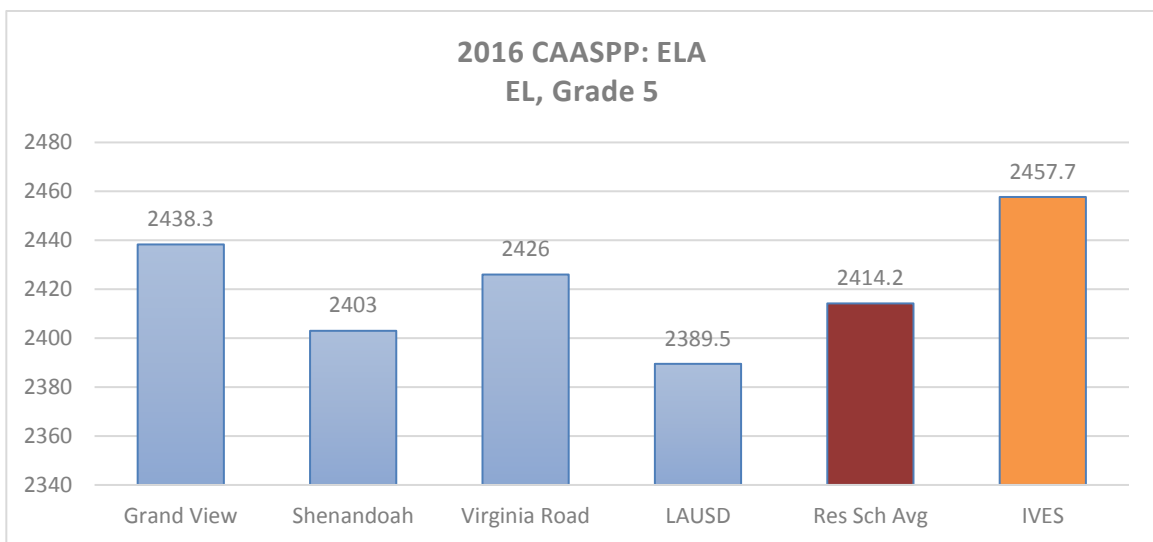
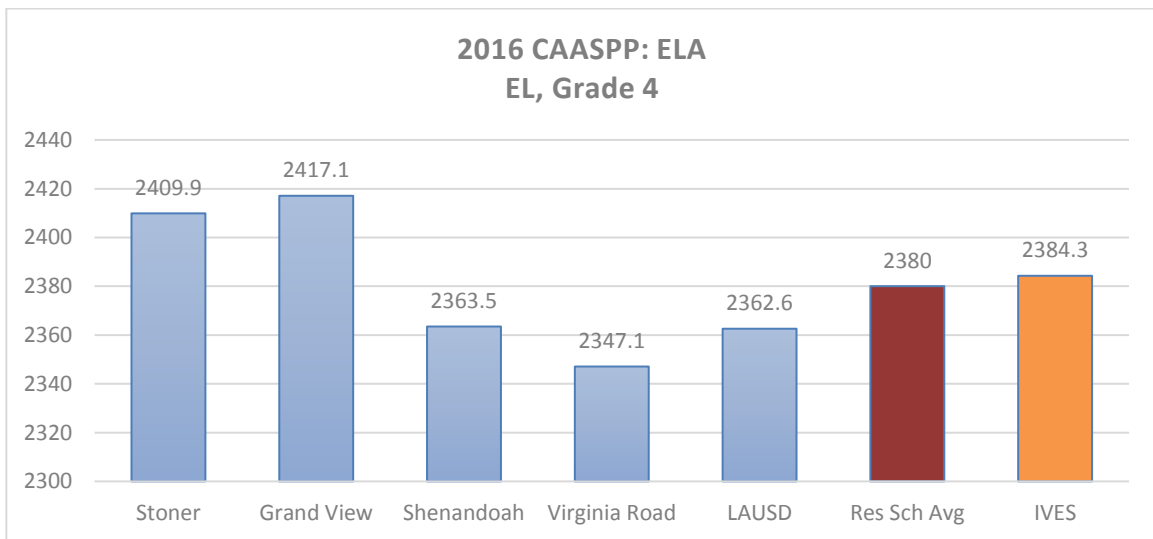
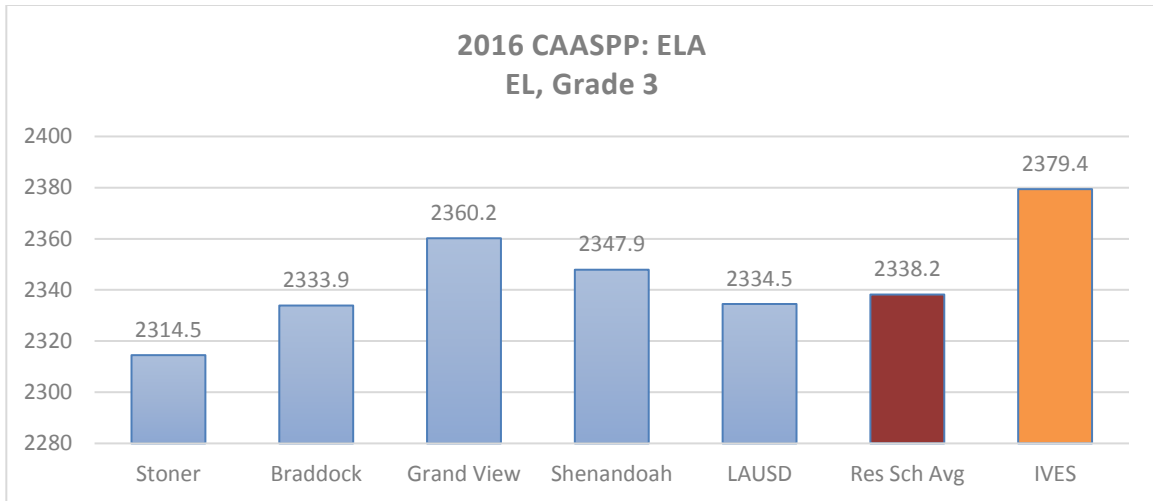


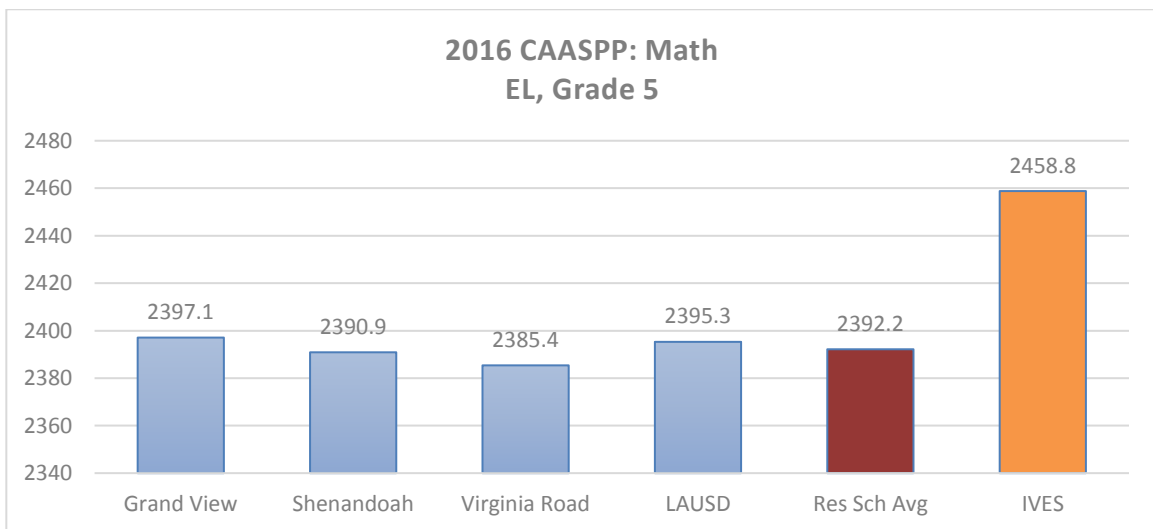
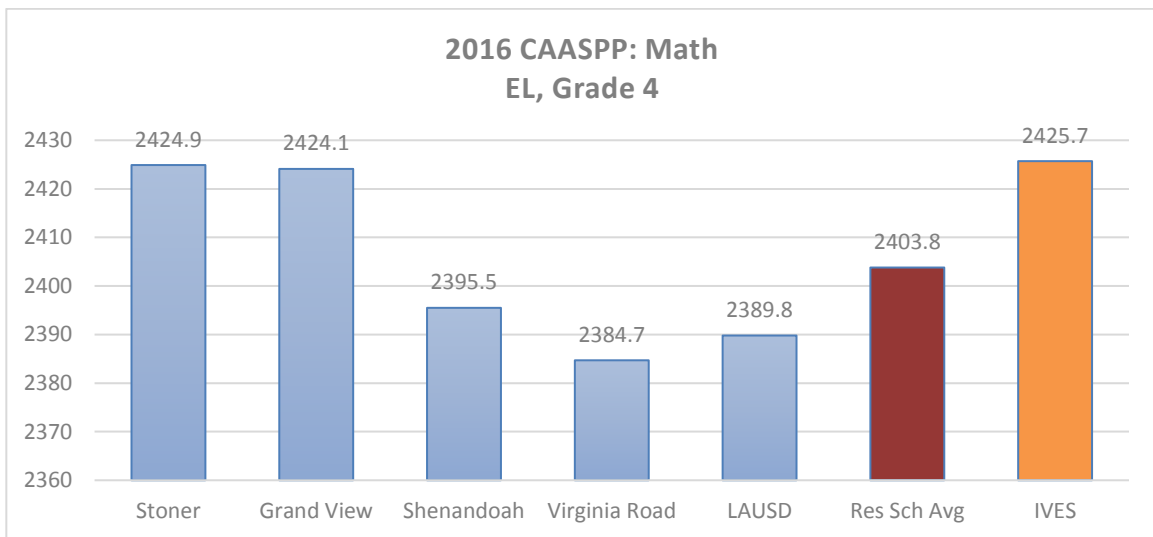
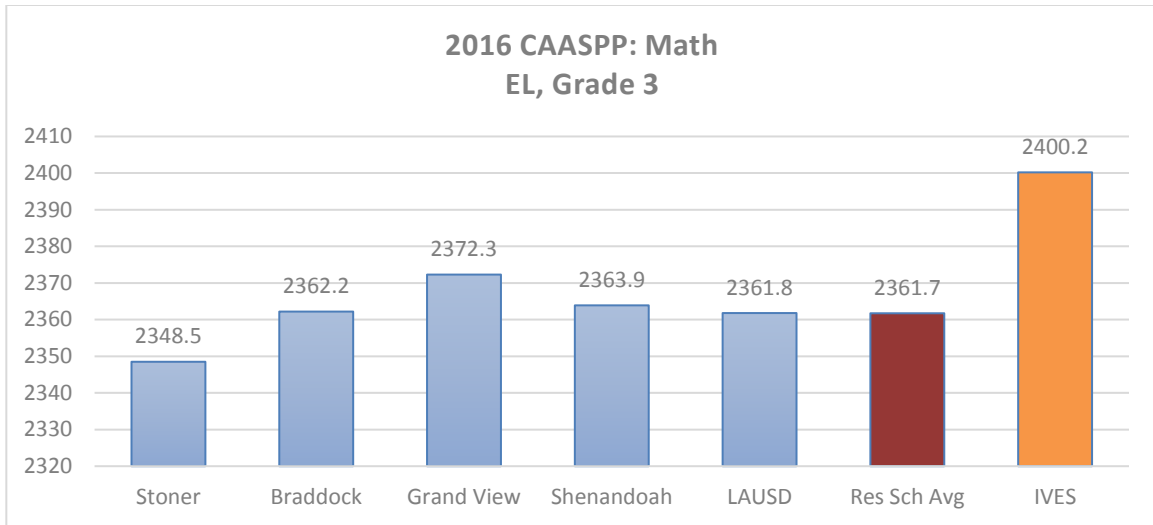
In Math, IVEA's Hispanic/Latino students scored consistently better than their peers at each of the Resident schools:



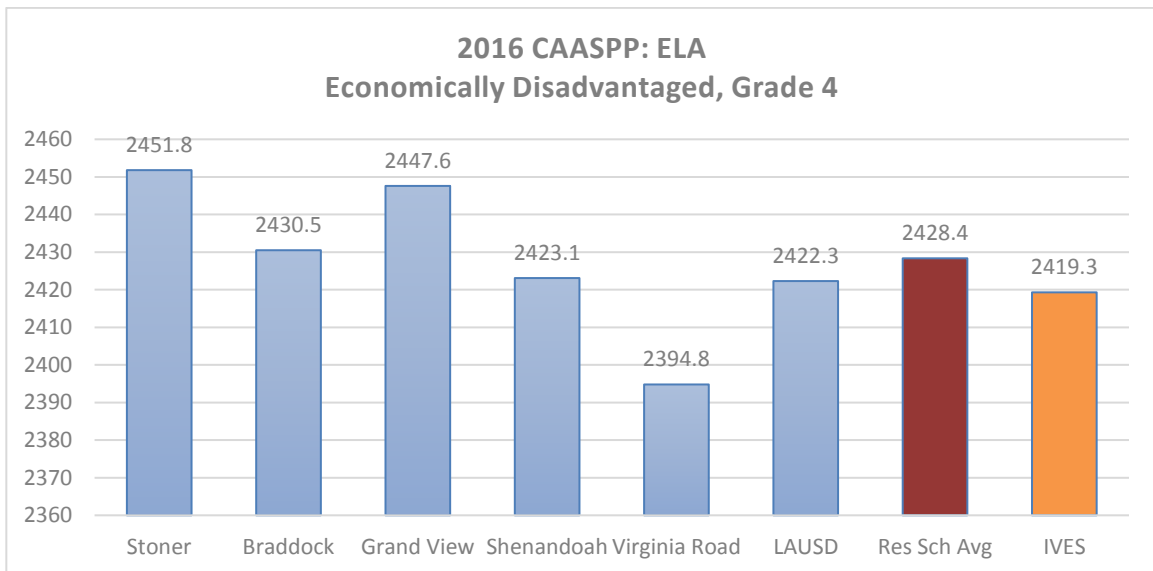
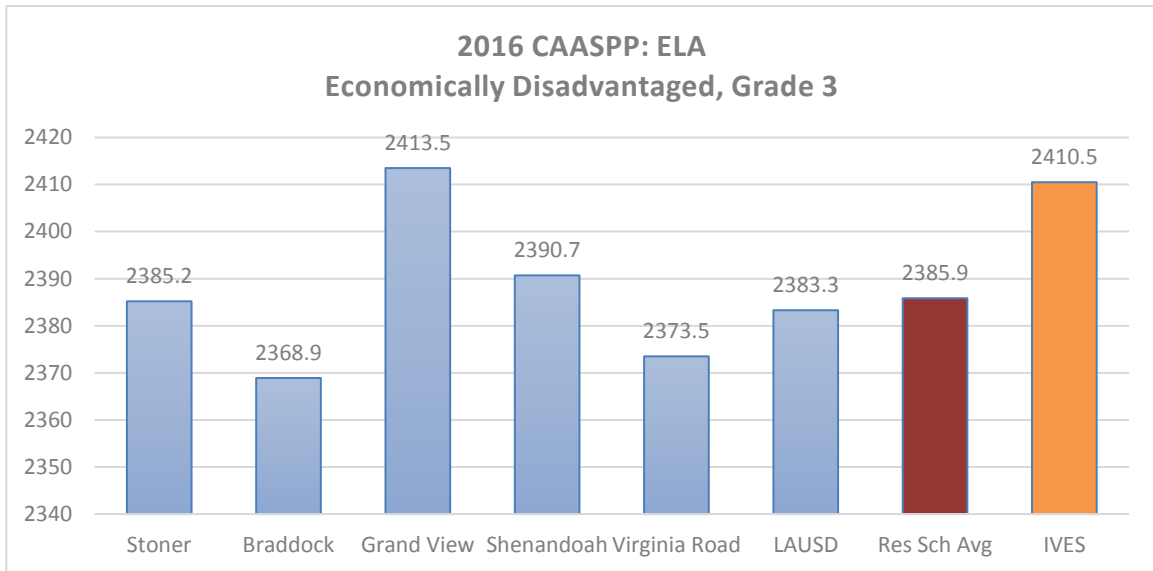


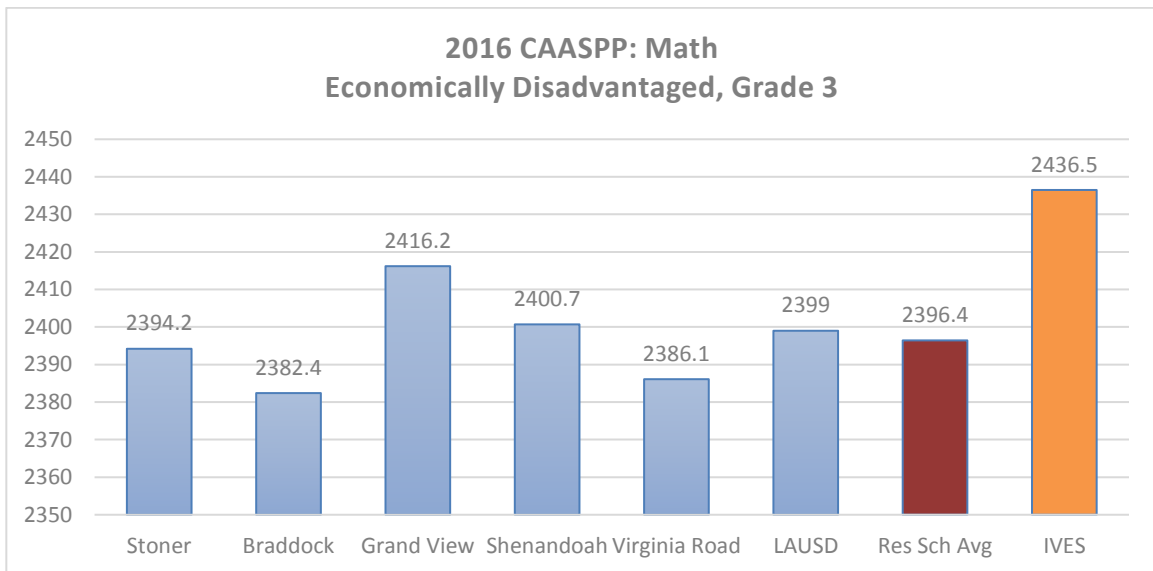
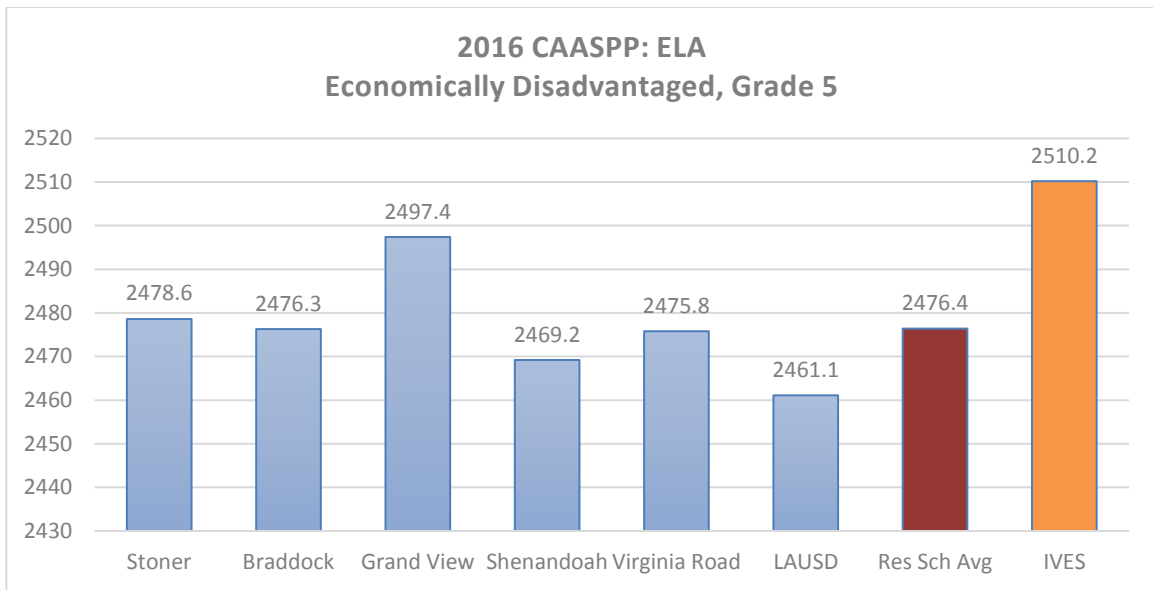
IVEA's English Learner (EL) students' Mean Scale Score comparisons also outperform the Resident Schools Averages for this subgroup at every grade level in both ELA and Math:

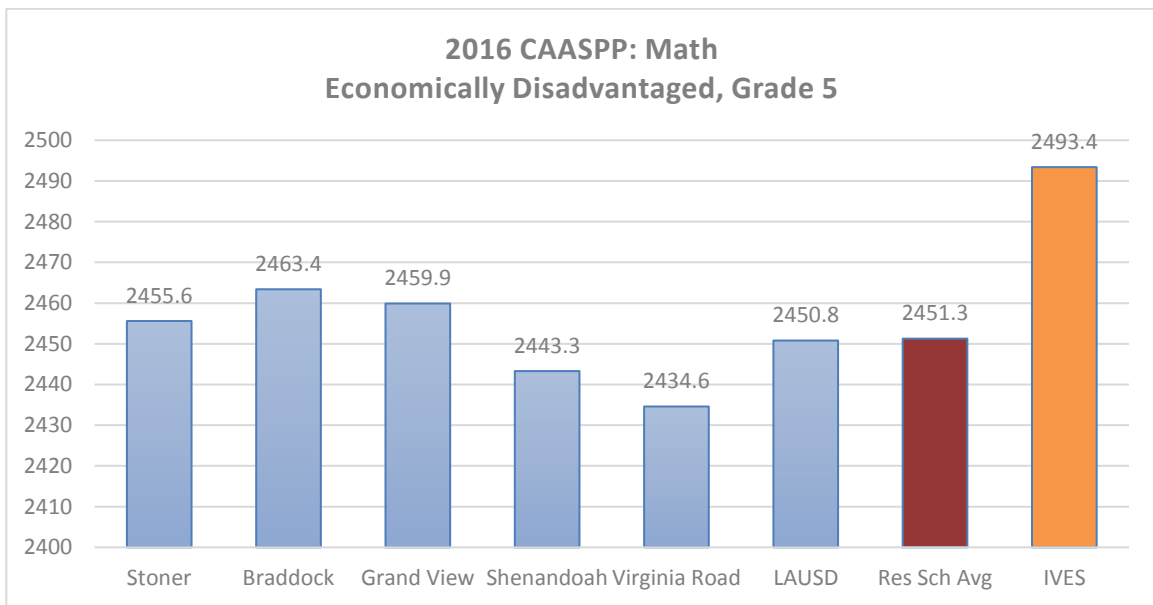
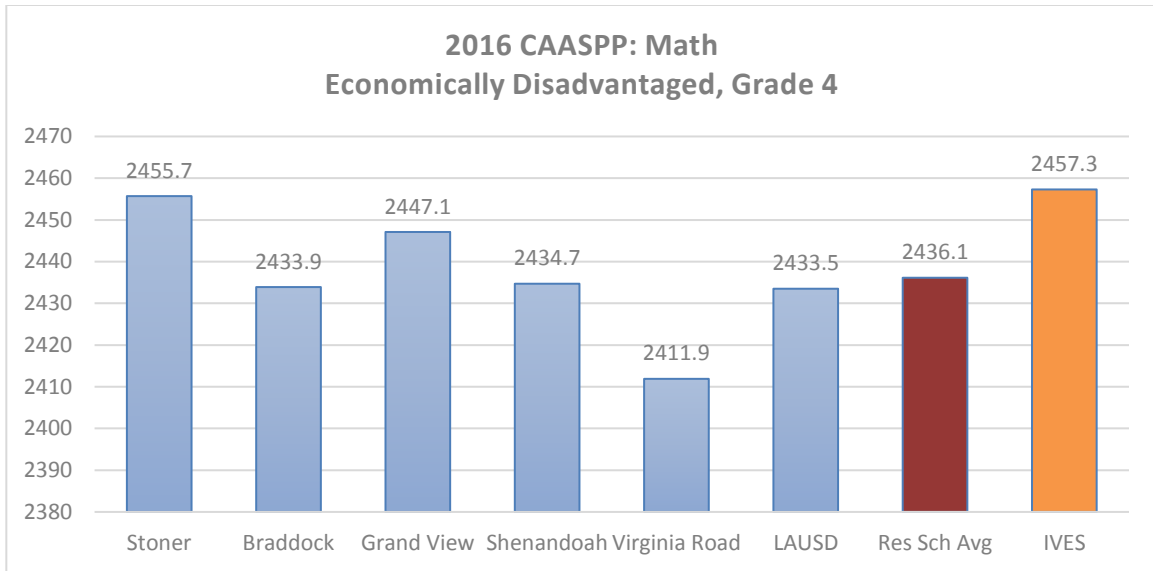




Furthermore, IVEA's Economically Disadvantaged students' Mean Scale Score comparisons also outperform the Resident Schools Averages for this subgroup at every grade level in both ELA and Math, with the exception of 4th grade ELA in which our students scored just slightly below the average:



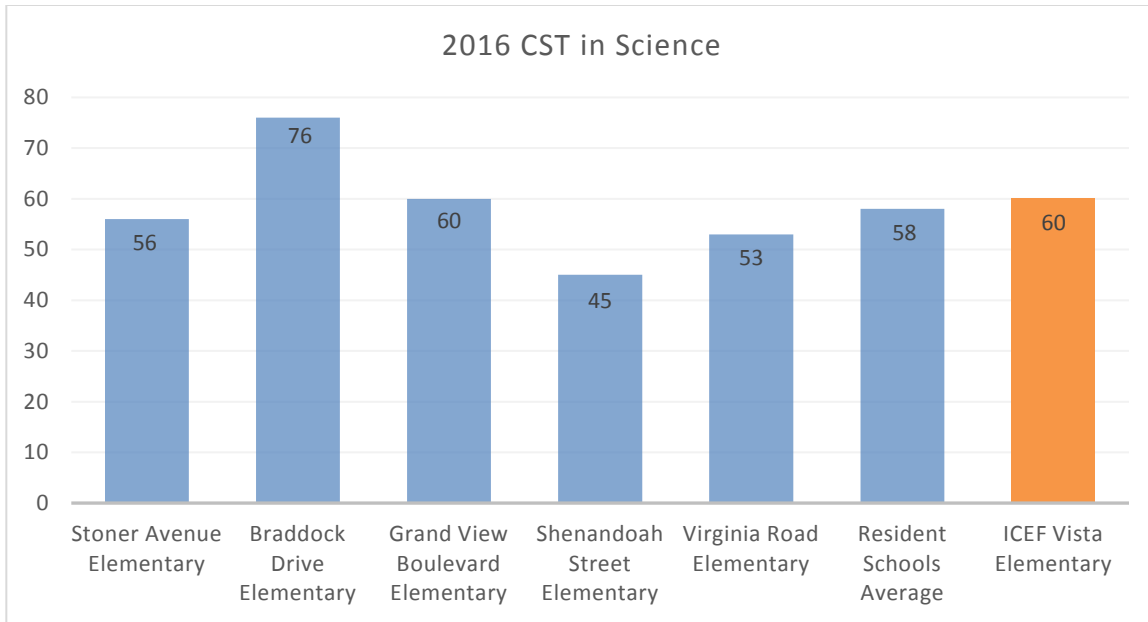




While there is work to be done regarding our student's ELA scores, we believe that our programs and efforts will continue to have a significant impact in all areas of instruction.

CST IN SCIENCE

On the 2016 CST in Science, 60% of IVEA's 5th graders were Proficient/Advanced, compared to an average of 58% at the Resident Schools, with a range of 45-76%. IVEA scored the same or better than 4 of the five Resident Schools.



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

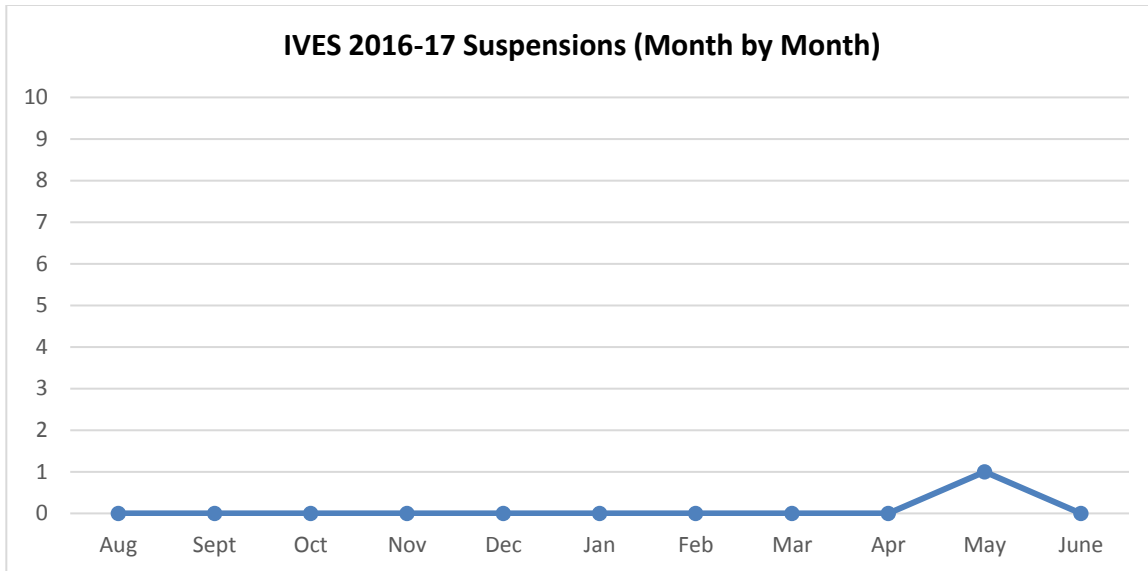
ENGLISH LEARNER RECLASSIFICATION

IVEA is a predominantly Hispanic/Latino school with a moderate number of English Learners. Historically, IVEA has reclassified EL students at an increasing rate. In 2015-2016, the school reclassified 30 out of its 185 EL students, or 16% of EL students. In 2016-2017, IVEA reclassified 25 of its 183 EL students, or 14.1% of EL students.

IVEA and ICEF are committed to timely reclassification of all ELs and ensuring continuous growth in ELD. ICEF's 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

As previously mentioned, the expansion of the school and inconsistency of both teachers and instruction have created challenges. Despite these challenges, however, IVEA's suspension rate has remained low, with just a single suspension in both 2015-16 and 2016-17 school years for a suspension rate of 0.3%.



IVEA takes issues of student discipline seriously and strives to maintain low suspension rates each school year. All site staff were trained on Restorative Justice practices and how to effectively use RTI as an alternative to suspension. IVEA also implements preventative measures to support student success. We utilize school wide behavior expectations. In addition to explicitly teaching this in the beginning of the year, they are posted in every classroom and referenced throughout the year. Positive student behavior is acknowledged with “Caught you being good” cards (TK-2) and positive points (TK-5). Students are able to earn participation in fun school events with their positive behavior. Additionally, IVEA utilizes an online platform to connect families with teachers and the school as a whole. Pictures of positive behavior, learning, and events are posted frequently. Families and staff can see positive and negative behavior points. In addition to this, the platform provides an easy and quick way to send messages back and forth. It is our belief that preventative measures, celebration and acknowledgement of positive behavior, and enhanced communication help to foster a positive learning environment.

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 community-based organizations to further support our students and families. 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 also offers social skills groups, group counseling, in class lessons, and crisis mediation to support our students.

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 November 2, 2016, IVEA 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	3	3	3

IVEA is proud to have obtained proficient performance ratings on each of these areas despite recent challenges.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

In addition to features already highlighted above such as the Teacher Effectiveness Framework (TEF) and ICEF Benchmark Assessments (NWEA MAP), the small school environment at IVEA offers a highly personalized rigorous learning environment in which students have access to rich experiences in the areas of Academics, Arts and Athletics:

Since 2012, we’ve seen an increase in developing to effective teaching through consistent adoption of the TEF. For 2016-17, IVEA and ICEF Public Schools identified 4 key teaching indicators including: 1) behavioral expectations, 2) Interactions between teacher and students, 3) academic discourse, and 4) checking for students understanding and adjusting instruction. IVEA had an average score of 3 out of 4, which is “effective” for each of these indicators.

During the 2016-17 school year, IVEA and ICEF Public Schools adopted NWEA MAP and subsequently saw growth in Reading, Language and Mathematics in all grade levels. Additionally, the implementation of NWEA has given the IVEA community a better understanding of our students’ academic performance. Furthermore, NWEA has allowed teachers to closely monitor skill mastery, which allows teachers to adjust instruction to meet the needs of each student.

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.

IVEA 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: The arts department at IVEA prides itself in transforming the learning experiences of our scholars. In addition to arts classes provided to all students, IVEA hosts several family arts nights, sends students to field trips to experience music and visual arts outside of school, and celebrates student participation in the arts.

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 each school day, all students take a physical education class exposing them to a variety of activities to promote student wellness, acquisition of physical skills, and the importance of fair play and good sportsmanship. As an extension of the school day, we offer older elementary students lacrosse, rugby, and basketball.

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

IVEA's population is comprised of three numerically significant subgroups including:

1. Hispanic/Latino
2. English Learners
3. Economically disadvantaged students

IVEA'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 through small group instruction, readers' and writer's workshop, a designated ELD block, reading intervention, after-school tutoring, classroom push-in and collaborative planning and teaching with the Intervention Specialist and Resource Specialist
- ☐ Character education and a focus on monthly positive character traits.
- ☐ Counseling services to address social and emotional needs
- ☐ A positive behavioral management system focused on empowering students and providing alternatives to suspension
- ☐ Frequent family engagement opportunities based around academics, athletics, and the arts
- ☐ Non-academic experiences 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:

- Student interests in learning and engagement
- Exposure to the Arts within core curriculum
- Building relationships with the school community
- Team building skills through athletics
- 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 addition of several new key staff leaders. The 2011-12 fiscal year was the first year since 2006 that ICEF had a positive operating income, meaning non-philanthropic revenues were greater than expenses. For IVEA in particular, recent surpluses have enabled the school to hire additional Instructional Aides to provide academic support during literacy and math block, as well as a technical literary Instructional Aide to provide students with digital literacy skills and keyboarding training.

TEACHER TURNOVER

ICEF's fall 2010 financial crisis gave rise to media reports – as well as person-to-person rumors -- that ICEF would not be able to reconcile 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.

The 2015-2016 expansion saw a loss of teachers and a simultaneous increase in IVEA's staffing needs. With more space and additional students, IVEA needed additional teachers to uphold the existing schedule. For the 2015-2016 school year, ICEF Vista expanded in order to accommodate the growing demand of the community. Due to the space limitations of the original IVEA site, an expansion required the relocation of 150 students onto a Prop 39 site and the hiring of more teachers. The expansion year ended with a high teacher turnover rate of 31.25% and the following year, 2016-2017, ended with a low

teacher turnover rate of 6.25%. Fortunately, IVEA's school leadership team has remained stable with no turnover throughout this time.

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

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.

EXPECTED IMPROVEMENTS IN THE NEW CHARTER TERM

In an effort to keep up with the many transformations that have occurred in education over the past five years (i.e. full implementation of CCSS, online standardized testing, tremendous rise in social media, etc.), we have and will continue to improve our practices at IVEA/IVMA to increase student achievement. While there are many areas of focus, the table below outlines the three main categories we are focusing on at our school to improve student learning.

Parent Engagement Opportunities	<p>Over the past few years, we have begun to increase our parent engagement opportunities and will continue to do so in the upcoming years. We offer several educational opportunities including but not limited to: English Classes, Technological Literacy Classes, and Healthy Eating Classes. We've also have partnered, and will continue to partner with, several community organizations to provide workshops and parenting classes. These include weekly classes through the Mar Vista Family Center (including anti-bullying, immigration, homework help, etc.) and workshops though Power My Learning (including Common Core Standards, Technology and Your Children, How to Communicate with Your Child at Home, and more) with more to come next year. We will continue these valuable weekly classes in the upcoming years as well.</p> <p>In an effort to provide families with opportunities to engage with their children positively at school, we have added and will continue to add more Family</p>
--	--

	<p>Engagement opportunities. It's our firm belief that these opportunities will continue to help our school improve in the upcoming term by helping to build the home and school connection for our families and students. During these evenings, families and students participate in various activities directly with their children. All materials are provided by the school and the activities mirror activities that the families can take home and replicate with their children. Additionally, the activities are low risk, high reward. That is, no prerequisite skills or fees are needed. Simply participating is all we ask of the families. The activities are designed to be enjoyable for all and include take away items for families. These opportunities include but are not limited to: Wellness Week, monthly Family Reading Nights, Family Math Night, Family Science Night, and Family Arts Night.</p> <p>We have a Parent Appreciation Day that gets better every year where we honor and thank those families who have been able to contribute their time to our school. For the next term we plan to offer monthly acknowledgements of families going above and beyond for the school community in hopes of drawing more parent participation.</p> <p>We have School Site Council that meets several times a year, which has been successful thus far. However, we would like to have more parents involved in this valuable process and plan to offer incentives for attending. We also plan to have more of a "committee" structure within SSC so that the meetings can be very informative and more productive.</p>
School Culture	<p>With the expansion of our schools and the overall increase in the impact of socioemotional processes on learning, we have seen a change in behavior of our scholars. Our focus this year and in the upcoming years is to continue building a school culture that fosters a safe and productive environment even during difficult times.</p> <p>This year, we began the implementation of a socioemotional learning curriculum which teaches scholars about having good character, making good choices and apply a real-world understanding to specific traits. We also understand the importance of emotional regulation. In the upcoming years, our scholars will also learn about identifying and regulating their emotions through meditation, mindfulness, and teacher-directed lessons.</p> <p>This year, our school has also begun implementing PBIS (Positive Behavior Interventions and Supports) in order to increase student engagement and decrease student behavior incidents. We currently use Class Dojo as a positive/negative reward system and as a way to communicate with families. In the upcoming years, we plan to refine our use of this program so that it can be maximized to help promote positive student behavior. In order to help with PBIS, we will also provide intensive, systematic training to all staff members on how to manage and react to student behavior.</p>

	Finally, we plan to enhance our student services department so that we do not have part-time counselors. We will be hiring on additional counselors so that they can provide whole-group socio-emotional learning lessons and have the time to host focus groups for particular students in need.
Staff Development and Sustainability	<p>As part of our continued staff development, our school has begun working as PLC's (Professional Learning Communities). While we are in the beginning stages at this time, this is the model of collaboration that we plan to invest heavily in throughout the upcoming years. Teacher leaders and other staff will attend the PLC Summit and will begin full implementation next year. As part of this process, all teachers will have structured PLC time dedicated weekly to collaborate, create common assessments and analyze data. In our PLCs, teachers will also have an opportunity to share best practices with one another.</p> <p>Teachers and Staff will also continue to receive robust Professional Development on a variety of content such as "Targeted Group Structures," "Data Analysis and Progress Monitoring," and "Behavior Management," to name a few. Teachers will also have opportunities to attend professional development that may address their individual needs as educators.</p> <p>Finally, teachers will also be receiving dedicated, one-to-one, instructional coaching from the leadership team, as well as outside coaching from representatives at organizations such as PowerMyLearning. Given the differing needs among teachers both new and experienced, coaching will look different for each.</p>

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

Currently, IVEA serves approximately 355 students in grades TK-5: 97% of our students qualify for Free or Reduce-Price Lunch (FRPL), 1% are African American, 97% are Hispanic/Latino, 51% are English Learners (ELs), and 10% qualify for special education (SpEd).

ENROLLMENT PLAN

IVEA currently is authorized to serve 370 students in grades TK-5, with an enrollment goal of 450 by the end of the 5-year term. The following projects enrollment for this charter term:

Enrollment Plan

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
K (incl. TK)	70	75	75	75	75
1	60	70	75	75	75
2	60	60	70	75	75

3	60	60	60	70	75
4	60	60	60	60	75
5	60	60	60	60	75
Total	370	385	400	415	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. Each classroom at IVEA is identified and referred to as a particular college mascot. IVEA also celebrates an annual "College Day" which focuses around researching multiple colleges and student goal setting for the future. Several IVEA classes also visit the University of California, Los Angeles.

(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 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

IVEA 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, IVEA seeks to develop each student's analytical and critical thinking skills. This is the key ingredient in life-long learning.

Therefore, IVEA 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 IVEA, 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)

IVEA 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, IVEA'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 IVEA anticipates at this point in time.

LCFF STATE PRIORITIES

GOAL #1						
Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Program in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.				Related State Priorities:		
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" 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						
<p>Actions currently defined for 2017/18, 2018/19, and 2019/20: (1) IVEA will employ additional staff including 13 classroom teachers, 3 enrichment instructors, 11 instructional aides, School Information Coordinator/CALPADS Coordinator (shared with IMES), 2 Janitorial Staff (shared with IMES), 1 RSP Teacher, 2 Instructional Assistants, 1 Psychologist (50%), 1 Speech Pathologist (contracted), 1 Occupational Therapist (contracted), and 1 Adaptive PE (contracted); (2) IVEA will implement multiple types of assessments including NWEA MAP ELA & Math (3 times a year), Benchmark Assessments, CAASPP ELA & Math (Grades 3-5), CELDT (Initial only), ELPAC (ELL students only), CAST (Grade 5), Physical Fitness Test (Grade 5); (3) IVEA will align academic interventions to core instruction and grade level content to ensure students are on track towards grade level mastery including Pre-SST meetings, Workshop Model, Guided Reading, Leveled Literacy Intervention, Small Group Instructions, EL 1-1/Small Group Support, and After School Tutoring; (4) IVEA will create a strong social-emotional support system; (5) IVEA will increase student engagement through the following: (a) field (learning) trips to CA Science Center, LA Zoo, Aquarium of the Pacific, Getty, Getty Villa, LACMA, UCLA, Natural History Museum, 826LA, Riley's Farm, AstroCamp, and San Juan Capistrano Mission, (b) leadership opportunities including student council, reading buddies, Math Field Day, and Spelling Bee participation, (c) offer after-school clubs and organizations including a photography club, arts club, choir, soaring eagles (reading club), drama club, environmental club, and STEAM club, and (d) students will participate in student led service projects; and (6) IVEA will prepare all students for the careers of the 21st century by providing access to a broad course of study in various disciplines including Art, Dance, Computer/Keyboarding, and Physical Education.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Annual growth on CAASPP ELA and Math: Grades 3-5; increased attendance rates (.5% annually); decreased chronic absenteeism rates (1% decline annually); 100% of students have access to broad course of study; decreased percentage of Grade 5 students "at-risk Healthy Fitness Zones (HFZ)" annually: aerobic capacity/body composition.</p> <p>Metric/Method for Measuring: CAASPP ELA and Math: Grades 3-5, attendance rates, chronic absenteeism rates, student access to broad course of study, Grade 5 students "at-risk HFZ" annually: aerobic capacity/body composition</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
All Students (Schoolwide)	-32.5 DFL3 ELA scores: Grades 3-5	-12 DFL3 ELA scores: Grades 3-5	-2 DFL3 ELA scores: Grades 3-5	+5 DFL3 ELA scores: Grades 3-5	+5 DFL3 ELA scores: Grades 3-5	+5 DFL3 ELA scores: Grades 3-5
	-45.6 DFL3 Math Scores: Grades 3-5	-25 DFL3 Math Scores: Grades 3-5	-20 DFL3 Math Scores: Grades 3-5	+5 DFL3 Math Scores: Grades 3-5	+5 DFL3 Math Scores: Grades 3-5	+5 DFL3 Math Scores: Grades 3-5
	94.2% attendance	94.5% attendance	95% attendance	>95% attendance	>95% attendance	>95% attendance
	9.6% absenteeism	8.6% absenteeism	7.6% absenteeism	6.6% absenteeism	6.6% absenteeism	6.6% absenteeism

	100% of students have access to broad course of study	100% of students have access to broad course of study	100% of students have access to broad course of study	100% of students have access to broad course of study	100% of students have access to broad course of study	100% of students have access to broad course of study
	9/7.6% Grade 5 students “at-risk HFZ” annually	5/3% Grade 5 students “at-risk HFZ” annually	0/0% Grade 5 students “at-risk HFZ” annually	0/0% Grade 5 students “at-risk HFZ” annually	0/0% Grade 5 students “at-risk HFZ” annually	0/0% Grade 5 students “at-risk HFZ” annually
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
LCFF STATE PRIORITIES						
GOAL #2						
Develop a comprehensive, coherently focused, school wide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).				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, 2018/19, and 2019/20: (1) IVEA will provide teachers with the following: (a) PD sessions including Professional Learning Community, Lucy Calkins Reader’s Workshop, SWUN Math, and Analyzing and Understanding NWEA MAP Assessment, (b) PD sessions to take place 2 weeks during the summer, 4 non-instructional days during the school year, 1 formalized session per month, 2 PLC per month, and 1 ICEF-wide PD per month, (c) attendance at educational conferences, and (d) a teacher survey to gather input on PD and teacher needs; (2) IVEA will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance and shift from CELDT to implementation of the ELPAC in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction; (3) IVEA will ensure every student has access to standards-aligned curriculum and will purchase the following additional curriculum and/or supplemental instructional materials: SWUN Math, Writer’s Workshop Units of Study, iReady, and Math IXL; and (4) IVEA will provide all students with access to digital media and will (a) purchase/lease replacement document readers, LCD projectors and bulbs and (b) develop an annual technology needs assessment based on feedback from staff.						
Expected Annual Measurable Outcomes						
Outcome #1: 100% student access to standards-aligned instructional materials, 100% of teachers will implement state standards for all students including EL access to CCSS & ELD, 100% of teachers will be appropriately credentialed and						

assigned, increased percentage of EL who progress in English Proficiency (CELDT), and increased English Learner reclassification rate.

Metric/Method for Measuring: student access to standards-aligned instructional materials, teachers who will implement state standards for all students including EL access to CCSS & ELD, teachers who are appropriately credentialed and assigned, EL's progression in English Proficiency (CELDT), and EL reclassification rate.

<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% student access to standards-aligned instructional materials.	100% student access to standards-aligned instructional materials.	100% student access to standards-aligned instructional materials.	100% student access to standards-aligned instructional materials.	100% student access to standards-aligned instructional materials.	100% student access to standards-aligned instructional materials.
	100% of teachers implement state standards for all students including EL access to CCSS & ELD.	100% of teachers implement state standards for all students including EL access to CCSS & ELD.	100% of teachers implement state standards for all students including EL access to CCSS & ELD.	100% of teachers implement state standards for all students including EL access to CCSS & ELD.	100% of teachers implement state standards for all students including EL access to CCSS & ELD.	100% of teachers implement state standards for all students including EL access to CCSS & ELD.
	100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.
English Learners	17% EL who progress in English Proficiency (CELDT)	20% EL who progress in English Proficiency (CELDT)	23% EL who progress in English Proficiency (CELDT)	26% EL who progress in English Proficiency (CELDT)	26% EL who progress in English Proficiency (CELDT)	26% EL who progress in English Proficiency (CELDT)
	10% EL Reclassification	15% EL Reclassification	20% EL Reclassification	25% EL Reclassification	25% EL Reclassification	25% EL Reclassification
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.		Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6				
		Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :				
Specific Annual Actions to Achieve Goal						
Actions currently defined for 2017/18, 2018/19, and 2019/20: (1) IVEA will increase school climate and safety by the following: (a) The Leadership Team will annually review and revise the Comprehensive School Safety Plan, (b) the Principal will develop a supervision schedule of students before, during, and after school, (c) implementation of a character education program that includes Cloud9 World that integrates literacy as the vehicle for teaching character, (d) organize monthly assemblies that recognize students for Scholar of the Month based on Cloud 9 character trait, (e) students will attend assemblies/workshops on the following topics: bullying, restorative justice/practices, cyber-bullying, Internet safety, etc., and (f) all students will be members of an “Eagle Family” comprised of a few students from each grade level and will come together monthly to engage in community building and service activities; (2) IVEA will encourage parent input in decision-making through the School Site Council (SSC), the English Language Advisory Committee (ELAC), and the Proud Eagles Parent Group; (3) IVEA will increase opportunities for parent participation through the following: (a) the Community Relations Coordinator (CRC) will facilitate regular parent meetings and communication with parents, (b) regular Parent Informational Meetings (PIM) that focus on topics as requested by parents, (c) administration of an annual parent survey, and (d) CRC will ensure school website and social media are updated on a regular basis as a method to communicate with parents; and (4) IVEA will ensure a safe and well-maintained school facility through the following actions and services: (a) Annual facility leasing cost for school site, (b) costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services, and (c) administration of an annual Facility Inspection (FIT) report.						
Expected Annual Measurable Outcomes						
Outcomes: Active parent engagement and involvement, decreased suspension rates (by 1% annually), maintain rate of expulsion, positive measures of parent/student/teacher sense of safety and school connectedness, good or better score on the Facility Inspection Tool (FIT). Metric/Method for Measuring: parent involvement rates, suspension rates, expulsion rates, sense of safety and school connectedness as measured through parent/student/teacher survey, scores on the Facility Inspection Tool (FIT).						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
All Students (Schoolwide)	60% parent involvement through input in decision-making via SSC, ELAC & PTC.	70% parent involvement through input in decision-making via SSC, ELAC & PTC.	80% parent involvement through input in decision-making via SSC, ELAC & PTC.	90% parent involvement through input in decision-making via SSC, ELAC & PTC.	90% parent involvement through input in decision-making via SSC, ELAC & PTC.	90% parent involvement through input in decision-making via SSC, ELAC & PTC.
	60% parent involvement through opportunities for participation in programs for unduplicated students.	70% parent involvement through opportunities for participation in programs for unduplicated students.	80% parent involvement through opportunities for participation in programs for unduplicated students.	90% parent involvement through opportunities for participation in programs for unduplicated students.	90% parent involvement through opportunities for participation in programs for unduplicated students.	90% parent involvement through opportunities for participation in programs for unduplicated students.
	0.3% suspension rate	<1% suspension rate	<1% suspension rate	<1% suspension rate	<1% suspension rate	<1% suspension rate

	60% administration of parent/student/ teacher survey to measure sense of safety and school connectedness “Good” Score on the FIT	70% administration of parent/student/ teacher survey to measure sense of safety and school connectedness “Good” Score on the FIT	80% administration of parent/student/ teacher survey to measure sense of safety and school connectedness “Good” Score on the FIT	90% administration of parent/student/ teacher survey to measure sense of safety and school connectedness “Good” Score on the FIT	90% administration of parent/student/ teacher survey to measure sense of safety and school connectedness “Good” Score on the FIT	90% administration of parent/student/ teacher survey to measure sense of safety and school connectedness “Good” Score on the FIT
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

IVEA’s vision and goals, as codified in the school’s current LCAP, will enable students to become and remain self-motivated, competent, and lifelong learners through impactful educational experiences that provide critical thinking, student-centered projects and lessons that provide real world applications.

INSTRUCTIONAL DESIGN

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

All IVEA 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. IVEA 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. IVEA 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 IVEA, 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, IVEA 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.** IVEA 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, jig sawing, 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.** IVEA’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.** IVEA 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 aids 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 IVEA. In addition to the above-mentioned research-based practices, IVEA 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 AND INSTRUCTION

The curriculum for IVEA 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.

IVEA implements a Balanced Literacy approach to English Language Arts instruction. Students participate in daily readers’ and writers’ workshop lessons, phonics/word study lessons, as well as guided reading groups. Through this approach, students are guaranteed ample time to actually read and write at their independent level after having been instructed in a short teacher mini-lesson. Teachers then conference with multiple students, helping to pinpoint areas of strength and success as well as guide students forward as they read and write. During guided reading groups, teachers meet with several students at their instructional reading level to work on targeted reading skills. These skills are specially chosen to move students forward through the reading levels. The focus of a classroom using a Balanced Literacy model is to offer explicit instruction as well as abundant time to actually apply the skills learned under the guidance of the teacher.

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 sequenced 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 IVEA. 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.

IVEA has adopted SWUN math as a resource for math instruction. The SWUN Math Lesson Design carefully matches the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students. Central to our instructional approach is the belief that, in addition to performing accurate calculations, students must also be able to articulate their math reasoning in order to achieve true mastery of the content standards. To that end, students rely on teachers to provide ample opportunities for successful computational practice and the development of procedural fluency. In addition, teachers must provide explicit instruction for students to develop proficiency with math vocabulary and fluency with the language needed to explain their thinking.

History-Social Science

History-Social Science Instruction at IVEA incorporates History-Social Science Content Standards for California Public Schools. These standards require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationships to the present. The State Board hopes that during their years of formal schooling, students will learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas. (California State Board of Education, 1998).

Science

The Next Generation Science Standards serve as the basis for Science Instruction at IVEA. 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

IVEA offers Visual Arts and Musical Arts as part of the core curriculum. Visual Arts instruction focuses on Art conservatory, as well as the role of the Arts through Arts Integration. Students participate in visual arts lessons that teach artistic skills and concepts including line, shape, form, space, color, value, texture, and contrast while also learning about major artists and artistic styles. During music class, students participate in structured lessons and learn about different musical elements such as tone, rhythm, melody, and harmony. Students learn how to read music and our upper elementary students learn to play an instrument. All of this is done in a vibrant and fun setting filled with students applying musical skills

Physical Education and Health

Physical Education is part of the core curriculum at IVEA. The program 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. IVEA 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

All field experiences are designed to capitalize on classroom learning by providing students a real life experience where they can apply classroom learning as well as immerse themselves in experiences, settings, and events that they have learned about.

In order to ensure that subgroups of students are making adequate progress in both ELA and Math, ICEF Vista ES has implemented a 3-Tier Response to Intervention System. Interventions and subsystems at each of the three tiers are described below.

Tier 1 - Core Interventions

I-Ready

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 parts. First, scholars take a diagnostic assessment to gather baseline data regarding their particular academic strengths and weaknesses. 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 online instruction based on their needs. 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 data will be used to inform the creation and design of small groups (including after-school tutoring). One very exciting feature of this program is its intervention resources – mini-lesson plans designed for use by the teacher during intervention groups.

Responsive Literacy

Responsive Literacy is an umbrella term for a wide variety of literacy based instructional features. These are:

- Reader's Workshop
- Writer's Workshop
- Guided Reading
- Word study/Phonics

Reader's and Writer's Workshop

In the workshop model, all students and teachers are tasked with viewing every student as a reader and as a writer as opposed to viewing the subjects as isolated content to be taught

Students participate in quick mini lessons focused on specific skills that readers and writers employ. They watch as the teacher demonstrates this skill or highlights it in student work or mentor texts. They then have an opportunity to briefly try the skill in the context of the lesson before being reminded of the skill and dismissed to engage in ample reading or writing time. During this time, teachers meet with small groups of students or individual students to assess, instruct further, and/or reinforce skills being developed.

Guided Reading

In Guided Reading, the teacher meets with small groups of students based on their instructional reading level. During this time, the group works with the teacher on key literacy skills in order to advance reading levels.

Tier 2 - Targeted Intervention

Tutoring

All ICEF Vista Elementary School teachers offer 1 hour of after-school tutoring a week for targeted intervention and support.

Small Group Instruction / Remediation / Enrichment

Utilizing data from in class formative assessments to inform choices, teachers pull small groups of students to provide additional instruction, remediation, or enrichment on a daily basis. Within the context of this small group the teacher may slow the pace of instruction, answer student questions, and address pre-requisite skills. Alternatively, the teacher may provide additional opportunities to study topics in depth, read more complex texts or complete higher level math activities.

Leveled Literacy Intervention - LLI - (Fountas and Pinnell)

The purpose of LLI is to provide a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. Groups of students are chosen by each teacher based on reading assessment data.

Tier 3 - Intensive Interventions

SST - Student Success Team

Any ICEF Vista student who needs substantial help and is not making sufficient progress towards grade level targets can be referred for an SST. Students can be referred for:

- lack of academic progress.
- increasing behavioral concerns
- attendance/truancy issues

This year, ICEF Vista has implemented a system of Pre-SST meetings that ensures students proceeding to the SST process have received sufficient Tier 1 and Tier 2 intervention. Pre-SST meetings are held every three weeks. During these meetings, lead teachers, at least 1 administrator, the school counselor, and school psychologist serve as a sounding board for any teacher that has identified a student in need of intensive intervention. The team, including the classroom teacher, discusses possible interventions and an action plan is implemented. The teacher implements the action plan and documents outcomes. The teacher then returns to the next Pre-SST session to report outcomes.

If a student continues to show insufficient academic progress at the Pre-SST level, this student is referred for an SST. At an SST meeting, the SST uses a problem solving approach to assist students who are not progressing fast enough towards grade level targets. This process involves clarifying the problem and concern, developing an action plan involving commitments from relevant teachers, family members, and school personnel, and agreeing to a system of accountability. A follow-up meeting is then scheduled in 4-6 weeks' time in order to ensure that student progress is being monitored and the efficacy of interventions is being examined within a reasonable period of time. At the end of an SST cycle, one of four possible outcomes will happen. The outcome is the decision of the SST team.

If substantial progress is made and the student no longer needs additional assistance, the SST can be exited. A student can re-enter the SST process at any time.

If substantial progress is made, but the student still needs additional monitoring or support, the SST can continue as is. A follow up SST meeting will be held in 4-6 weeks.

If little to moderate progress is made, the SST can continue with additional and/or revised accommodations and supports. A follow up SST meeting will be held in 4-6 weeks.

If little to no progress is made and the team feels like it is appropriate given presented needs, a student

can be referred for special education assessment. The SST is concluded at this point. If the student does not qualify for SPED (per assessments), they are referred back to the SST.

CURRICULAR AND INSTRUCTIONAL MATERIALS

In order to provide a transformative and equitable education, every student at IVEA is guaranteed certain instructional elements. All instructional elements are in place to ensure development of well-rounded scholars.

Overall Academic Area	Instructional Element	Purpose	Breakdown / Notes
ELA - English Language Arts Reading: Units of Study - <i>Lucy Calkins</i> Phonics/ Word Study: Imaginelt! Writing: Units of Study - <i>Lucy Calkins</i> ELD: E.L. Achieve	Read Aloud 10-15 minutes daily	<ul style="list-style-type: none"> To build book and print awareness (K) To develop phonological and phonemic awareness (K-1) <ul style="list-style-type: none"> Choose books with rhyming or predictable pattern To model reading accuracy and fluency (all grades) <ul style="list-style-type: none"> Students get to hear a teacher read quickly, expressively, and with ease To develop listening and reading comprehension skills <ul style="list-style-type: none"> Questions and leading discussion 	<p>Choice level of text is crucial:</p> <ul style="list-style-type: none"> Must be developmentally appropriate <ul style="list-style-type: none"> Kinders may be doing nursery rhymes, predictable text, etc Others doing a mix of picture books, simple and more complex chapter books Representative of a variety of genres Picture books and chapter books Choose books that build knowledge about theme or content area or to model a particular comprehension strategy <p>Plan your Read Aloud just like any other lesson:</p> <ul style="list-style-type: none"> Read it carefully ahead of time to mark: <ul style="list-style-type: none"> Vocab words you want to teach Places to practice chosen comprehension / vocabulary strategy Great questions to ask Think aloud modeling <p>Consider when to stop and think during read aloud:</p> <ul style="list-style-type: none"> Too much stopping disrupts the flow and interrupts comprehension Not stopping enough limits critical thinking and engagement Balance critical questions and open space to think and share thoughts Let students practice strategies you've taught them <p>Students taking in lots of information and need to be able to respond:</p> <ul style="list-style-type: none"> Orally: discussion, think pair share Visually: drawing, imagining Physically Writing: journaling or prompts 1 minute is fine sometimes Should never be over 5 minutes <p>Like everything else, have a routine.</p>

		<ul style="list-style-type: none"> ns about books before, during, and after reading ○ Students exposed to sophisticated vocabulary and sentence structure 	<ul style="list-style-type: none"> • Where should students sit? • Where will you sit? • What should or should not be out at the time?
	Phonics 20 - 25 minutes daily *K – 2	<ul style="list-style-type: none"> • To develop students phonological awareness and skills • To improve reading by providing a solid foundation of letters and sounds • Helps students recognize words quickly and accurately • To improve spelling in student writing 	<p>Uniformity</p> <ul style="list-style-type: none"> • Phonics is a basic foundational skill that opens up the world of literacy to children • Substantial practice at all grades K-2 • Common resources to capitalize on growth • All classes use Imagine It Sound Spelling Cards • Green band from Imagine It provides resources <p>Components</p> <ul style="list-style-type: none"> • Warm up • New (or reviewed) sound/phoneme/grapheme • Blending <ul style="list-style-type: none"> • Students practice new sound • Decodable Text <ul style="list-style-type: none"> • Students apply the new sound in text (controlled for high frequency words, sound/spelling correspondence, etc) • Dictation <ul style="list-style-type: none"> • Can be a word, phrase, or sentence • Helps to connect print and speech
	Word Study 20-25 minutes daily (3-5)	<ul style="list-style-type: none"> • Build word and structural analysis skills • To develop student vocabulary by learning the base components of words • To improve spelling in student writing • Helps students recognize words 	<p>Developmentally Appropriate</p> <ul style="list-style-type: none"> • Students who are beyond phonics instruction (typically 3rd grade and above) are ready to move beyond basic sounds, syllables, and spelling patterns • Third grade focuses more on affixes, older students focus more on roots • Should never take more than 20 minutes <p>Components</p> <ul style="list-style-type: none"> • Warm up • Introduce new suffix/root • Practice / Interact with the new word part <ul style="list-style-type: none"> • Read presented words

		<p>quickly and accurately</p> <ul style="list-style-type: none"> • Supports student access of dramatically increasing text difficulty as they age 	<ul style="list-style-type: none"> • Break down meaning • Dictation <ul style="list-style-type: none"> • Students dictate sentences or phrases with the words <p>Be direct, systematic, and explicit</p>
	<p>Reader's Workshop- Units of Study- <i>Lucy Calkins</i></p> <p>45-60 minutes daily</p>	<ul style="list-style-type: none"> • To increase book and print awareness (TK - K) • To improve phonics skills by having students decode words in books at independent level • Build reading accuracy and fluency • Boost reading comprehension • Develop vocabulary through exposure and authentic usage 	<p>Components:</p> <ul style="list-style-type: none"> • Mini Lesson <ul style="list-style-type: none"> • Components <ul style="list-style-type: none"> • Connection <ul style="list-style-type: none"> • Rally the students for the lesson • Connect this lesson's content to their lives as readers • Share the teaching point (what you're teaching) • Teaching <ul style="list-style-type: none"> • Teach something we hope they'll do as they read <ul style="list-style-type: none"> • Different ways to do this including: <ul style="list-style-type: none"> - Demonstration - Guided Practice - Explanation with Example - Inquiry • Active Engagement <ul style="list-style-type: none"> • Quick opportunity for students to try what we've taught with our support • Might be imagining themselves trying it • Often involves familiar text and partner sharing • Link <ul style="list-style-type: none"> • Closure of mini lesson • Usually link this lesson to previous learning, that day's work time, and lives as readers

			<ul style="list-style-type: none"> • Might say things like “You already learned ... and today you have one more strategy to add ...” or “I’d like everyone to try out this strategy today to see how it helps you as you read • Short, 10 - 15 minutes • Students gathered in a carpet or central area • Teaching point clearly stated and demonstrated • Lessons work with the next to provide progressively more complex instruction • Student Reading Time with Conferring and Small Group Work <ul style="list-style-type: none"> • Time usually broken up between students reading to themselves (most of it) and partner time or book clubs • Practice taught strategy/skill • Students read just-right, on-level books • Teacher conferencing with individual/very small groups of students • Teacher can pull a guided reading group during this time • Conference Structure Cheat Sheet <ul style="list-style-type: none"> • Research (0-3 minutes) <ul style="list-style-type: none"> • What are you working on as a reader today? Can you show me where you tried that? What is your plan for what you’ll do next? Last time we met we were working on ... How’s that going? Can you show me where you did that? • Compliment (0-1 minute) <ul style="list-style-type: none"> • Compliment a skill, strategy, a behavior, or volume, and stamina • Skip the compliment of the student is not working or is acting inappropriately
--	--	--	---

			<ul style="list-style-type: none"> • “One thing about you as a reader that is so fantastic is that ...” 1. “I’m thrilled to see that you’re not the kind of reader who...No way! Instead you’re the kind of reader who ...” • Teaching Point (0 minutes) <ul style="list-style-type: none"> • “Now can I give you one tip today - something that will help you become an even better reader?” “Today I want to teach you that readers often ...” “One way that readers do that is ... • Teach/Coach (1-2 minutes) <ul style="list-style-type: none"> • Demonstrate/explain <ul style="list-style-type: none"> • Let me show you what I mean... The other day when I was reading, _____ • Do you see how I? • Will you try that? • Coach if needed <ul style="list-style-type: none"> • <i>Short prompts</i> <ul style="list-style-type: none"> • That’s good, now ... • Remember to ... • I’ll be back to check on you • Rename, Link (0 minutes)
--	--	--	---

			<ul style="list-style-type: none"> • So whenever you are ____, you can remember to ... • Say back to me what you learned from this conference • What's your plan as a reader when you get back to work on your own? <ul style="list-style-type: none"> • Mid-Workshop Teaching Point <ul style="list-style-type: none"> • Teacher calls students attention during the workshop time to give a quick pointer in response to a shared problem or to share an example of what one reader has done that might help others • Can correct a misconception, remind of a previous lesson that has relevance, instruct students about upcoming partner work, or rally students to work harder or longer • No longer than a few minutes and students stay in their spots • Closure <ul style="list-style-type: none"> • Teacher points out ways in which students have used the mini lesson • Students share insights and discoveries (often pre noticed by teacher) • Teacher may retell a conference or ask a student to share work • Sort of like a smaller, separate mini lesson • Students can share books with each other to share learning • No longer than 5 minutes, usually 2-3 minutes <p>What are students reading</p> <ul style="list-style-type: none"> • Books on their independent level • Students should have access to several books during workshop in their book boxes • This is NOT the time for book swapping or library visits <p>Ample Opportunity to Read Independently</p>
--	--	--	--

			<ul style="list-style-type: none"> • Reading is a skill, and with any skill the students need practice • Reading workshop should be 45-60 minutes, possibly more • This time is sacred <p>Charts, Charts, Charts</p> <ul style="list-style-type: none"> • Charts are placed front and center in the meeting area of the classroom. • Usually four or so are being used/developed at any given time during workshop lessons • Charts have titles that reflect overarching goals with strategies that support the goal <ul style="list-style-type: none"> • Example: Nonfiction Readers Figure Out the Main Ideas and Supporting Details of a Text <ul style="list-style-type: none"> • At the end of a chunk of text, readers ask, "What was that section mostly about?"
	Guided Reading 30-40 minutes daily	<ul style="list-style-type: none"> • To develop phonics skills <ul style="list-style-type: none"> ○ Students decode words in text at instructional level • To improve reading accuracy and fluency <ul style="list-style-type: none"> ○ Students repeatedly read text ○ Mini lessons (some) involve fluency • To develop reading comprehension skills <ul style="list-style-type: none"> ○ Specific skills taught and practiced 	<p>Effective Grouping</p> <ul style="list-style-type: none"> • Consider need of individual readers • Consider reading level of individual readers <p>Plan Lesson Focus</p> <ul style="list-style-type: none"> • Focus in on a specific need, not general achievement and/or practice <ul style="list-style-type: none"> • Example: Stopping at periods, chunking sounds, making inferences, summarizing plot, using picture clues, cross checking, supporting answers with textual evidence, using apposition to identify vocabulary words, etc! <p>Choose a Text</p> <ul style="list-style-type: none"> • Texts must be appropriate for the lesson • All students use same text • Can be a book or a passage <p>Main Lesson Components</p> <ul style="list-style-type: none"> • Sight word review (up to level E) / Easy reading review an option afterward • Introduction to the book / purpose <ul style="list-style-type: none"> • Picture walk • Say enough to get them interested • Relate it to their lives • Vocabulary <ul style="list-style-type: none"> • Very few, specific words KEY to understanding the text • Reading with prompting/support

			<ul style="list-style-type: none"> • Emerging readers whisper read (staggered start) • Fluent readers can read silently as you call on some to whisper read with you • While students read to you, listen/guide to use concept, decoding skill, or reading strategy • Take notes of student usage of concept, skill, or strategy • Students can re-read during the lesson (builds fluency and comprehension - feel free to explain that to them!) • Teaching points <ul style="list-style-type: none"> • Revisit a difficult passage • Work with words/language from text • Demonstrate understanding of reading • This is not an all of the above list! • Retelling/Comprehension • New word study/sight words • Guided writing <p>Different Developmental Levels</p> <ul style="list-style-type: none"> • TK - 2nd need a lot more support <ul style="list-style-type: none"> • Picture walks, language exposure before reading, conventions of print, etc • Whisper reading • More shared or interactive writing, drawings, shared retellings • Common objectives include: ending punctuation, expression, decoding strategies, comprehension strategies • New book almost every time • Can use guided reading book during independent reading • 3-5 need different focus/supports <ul style="list-style-type: none"> • Shorter introductions - get them excited/interested • Silent reading • Discussions, responses in response journals more common • Students able to reflect on strengths and weaknesses as readers • Common objectives include comprehension activities to improve reading • Must be explicitly taught/modeled over time until they can do it on their own <p>Must Haves</p> <ul style="list-style-type: none"> • Students must read on their own, simultaneously
--	--	--	---

			<ul style="list-style-type: none"> No matter the level, the book should be able to be read independently after intro <p>None of the following should be happening:</p> <ul style="list-style-type: none"> Popcorn/Round Robin reading Graphic organizers at the table (okay when they leave) <p>Don't forget the other students</p> <ul style="list-style-type: none"> You will be VERY busy during this time. Your guided reading, small group time is exceptionally valuable. Don't give away the time to behavior concerns from others Have clear, engaging tasks for other students Need to be able to be done independently or in small groups/partners Consider technology, independent reading, responding to reading, listening to audiobooks, dictated by student need as much as possible
	<p>ELD - English Language Development - EL Achieve K-2: 30 minutes daily, except Wednesday</p> <p>3-5: 40 minutes daily, except Wednesday</p>	<ul style="list-style-type: none"> Develop English proficiency skills of all English learning students Eliminate barriers to communication and learning 	<p>Who is an English Learner?</p> <ul style="list-style-type: none"> A student who grew up listening to or speaking any language besides or in addition to English Students lose the English Learner label when they are identified as fluent English proficient <ul style="list-style-type: none"> EO: Student is English Only EL: Student is an English Learner RFEP: Student started as an English Learner, remained so for at least one year, but has become proficient IFEP: Student started as an English Learner, but was classified fluent upon entry to school <p>Group by English proficiency level</p> <ul style="list-style-type: none"> Students are grouped by proficiency levels and grade span. <ul style="list-style-type: none"> K, 1-2, 3-4, 5 Assessed using EL Achieve express assessment and/or CELDT level <ul style="list-style-type: none"> Note CELDT level must be from current school year Grouping allows students to learn language targeted to proficiency and participate on equal footing <p>Explicitly teach language</p> <ul style="list-style-type: none"> Content takes a back seat to language This is the time to explicitly teach the English language

		<ul style="list-style-type: none"> In lessons, the content can be difficult or the language load can be difficult. It's not optimal for both to be difficult. <ul style="list-style-type: none"> ELD is the time for heavy language loads <p>Ample practice of language</p> <ul style="list-style-type: none"> Students should talking, talking, talking during ELD Teacher talk is present, but minimal and often done in conversations, answering questions, and choral response <p>Prevent and break fossilized errors</p> <ul style="list-style-type: none"> Many student errors in language have been there for so long they've become fossilized Teachers quickly and consistently correct these errors Teachers model fluent English for students <p>Talk, then write</p> <ul style="list-style-type: none"> Before writing, students should have heard the language correctly and been able to discuss the ideas first <p>Portable language</p> <ul style="list-style-type: none"> Brick vs. Mortar <ul style="list-style-type: none"> Mortar words hold language together While vocabulary is taught, all words should be words that students can carry out of the classroom Obscure and content specific words are not taught here
	<p>Writer's Workshop - Units of Study - <i>Lucy Calkins</i></p> <p>45 minutes daily</p>	<p>Components</p> <ul style="list-style-type: none"> Mini-lesson (10-15 minutes) <ul style="list-style-type: none"> Teacher presents short lessons based on the students' needs. Minilessons help guide students through the writing process and teach good writing strategies and skills. Minilessons in the beginning of the year focus on prewriting activities to get the students engaged. As the year progresses, mini-lessons focus on revision strategies and writing conventions, always teaching one aspect of writing at a time and always based on the students' current needs. The mini-lesson is composed of the following parts: <ul style="list-style-type: none"> Connection <ul style="list-style-type: none"> Rally the students for the lesson

			<ul style="list-style-type: none"> • Connect this lesson's content to their lives as writers • Share the teaching point (what you're teaching) • Teaching <ul style="list-style-type: none"> • Teach something we hope they'll do as they write <ul style="list-style-type: none"> • Different ways to do this including: <ul style="list-style-type: none"> - Demonstration - Guided Practice - Explanation with Example - Inquiry • Active Engagement <ul style="list-style-type: none"> • Quick opportunity for students to try what we've taught with our support • Might be imagining themselves trying it • Often involves familiar text and partner sharing • Link <ul style="list-style-type: none"> • Closure of mini lesson • Usually link this lesson to previous learning, that day's work time, and lives as writers • Might say things like "You already learned ... and today you have one more strategy to add ..." or "I'd like everyone to try out this strategy today to see how it helps you as you write" • Independent Writing (30-45 min.) <ul style="list-style-type: none"> • Students write silently from topics of their choice. They are often at various stages of the writing process. During the first 5-10 min., teacher may write silently on his/her own to model. The teacher
--	--	--	---

			<p>spends the remainder of the time conferring with individual students to assess and provide further instruction</p> <ul style="list-style-type: none"> Sharing and Response (10 min.) <ul style="list-style-type: none"> Students share their writing as a whole class allowing time for 3-4 students, in small groups allowing time for each student in the group, or in pair shares. Students may also reflect on their individual learning and growth as writers through self-evaluations and portfolios
Mathematics Fluency: Ironbox - Palisoc Math Instruction: MyMath-McGraw Hill	Fact Practice 10 minutes daily - <u>Ironbox</u>	<ul style="list-style-type: none"> To build necessary automaticity To enable students to develop more advanced skills without concerning themselves with basic math processes To develop a strong foundation in math 	Facts by grades <ul style="list-style-type: none"> First Grade: Easy Breezy Addition and Subtraction Second Grade: Multi-Digit Addition and Subtraction Third and Fourth Grade: Multiplication Fluency, Making Sense of Division Fifth Grade: Making sense of Division, Making Sense of Fractions
	Problem of the Day 10 minutes daily May be substituted for number of the day	<ul style="list-style-type: none"> To develop problem solving strategies To apply math knowledge in novel and authentic ways To build and develop mathematical practices <ul style="list-style-type: none"> 1. Make sense of problems and persevere in solving them 2. Reason abstractly 	Who does this? <ul style="list-style-type: none"> All grades can participate in problem of the day

		<ul style="list-style-type: none"> o 3. Construct viable arguments and critique the reasoning of others o 4. Model with mathematics o 5. Use appropriate tools strategically o 6. Attend to precision 	
	<p>Number of the Day</p> <p>10 minutes daily May be substituted for problem of the day</p>	<ul style="list-style-type: none"> • To develop problem solving strategies • To apply math knowledge in novel and authentic ways • To build and develop mathematical practices <ul style="list-style-type: none"> o 1. Make sense of problems and persevere in solving them o 6. Attend to precision 	<p>Begin simply and progress to more complex numbers</p> <ul style="list-style-type: none"> • Can follow the number of days in school • Can be tied to other patterns <p>Deeper answers as math skills grow</p> <ul style="list-style-type: none"> • Students may start out by showing one dot for one. They may advance to other representations like 0+1, 4-3, 1x1, 25 divided by 25, .5+.3+.2 and others. Theoretically they can advance all the way to things like $(3x + 3) - 7y$ when $x=4$ and $y = 2$ and beyond! <p>Challenge embedded</p> <ul style="list-style-type: none"> • Students can interact with the number at any level they are at • Natural challenge develops when students share answers <p>Quick and easy</p> <ul style="list-style-type: none"> • No curriculum or lesson planning required beyond anticipated responses and making sure the responses are from a wide audience • Quickly becomes a routine and takes no more than 5 minutes or so
	Math Instruction-	<ul style="list-style-type: none"> • Built around Common Core State Standards of Mathematics, 	<ul style="list-style-type: none"> • Core Instruction • Differentiated Instruction • Standards Built Foundation

	MyMath K-2: 45 - 60 daily 3-5: 60-65 daily	MyMath engages students with Focus, Coherence and Rigor required by CCSSM.	<ul style="list-style-type: none"> EL Support Options
Social Studies	History - USA Studies Weekly 3-5: 45 - 60 1-2 times weekly		<u>3RD-5TH</u> <ul style="list-style-type: none"> Helps classrooms meet or exceed the 50% informational text requirement. Lexile levels gradually increase over the course of each grade level. Lessons are research-based with scaffolding/differentiated instruction Students are required to write about what they read, perform additional research, cite sources and consider other points of view. Assessment questions require students to recall, examine and analyze the text they have read. Students are using domain-specific vocabulary for each lesson and help students learn how to determine the meaning of unknown words within a text. (CCSS for ELA RI.4)
	Social Studies K-2: 30 - 60 1-2 times weekly		K-2 <ul style="list-style-type: none"> Teacher created units aligned to CA State Standards and in correlation with CCSS for ELA
Science	Science 1-2 times a week K-2: 30 - 60 3-5: 45 - 60		<ul style="list-style-type: none"> Teachers create units aligned with CA State Standards and in correlation with CCSS for ELA Teachers begin learning about the Next Generation Science Standards as they plan their units this year.
Pull Outs - Specials	Visual Arts 60 minutes , once a week		<ul style="list-style-type: none"> Provided to students once a week Develop practical and theoretical art skills Students will experience art within different styles and materials including clay, pastels, paints, watercolor, and others
	Music K-2: 30 minutes		<ul style="list-style-type: none"> Provided to students once a week Students instructed in vocal and instrumental music.

	, once a week 3-5: 45 minutes , once a week		<ul style="list-style-type: none"> By the end of 5th grade, all students will be able to read music
	Physical Education 50 minutes , twice a week		<p>Engagement and Support Valued</p> <ul style="list-style-type: none"> Provided to students twice weekly All students expected to be engaged in active, physical play Activities meant to be inclusive of all students and ability levels <p>Portable Skills and Knowledge</p> <ul style="list-style-type: none"> Games and skills learned can be played and practiced outside of PE time All activities support healthy habits throughout students' lives
	Technology 45 minutes , once a week		<ul style="list-style-type: none"> Technology blocks will be divided up into two major blocks within the class <ul style="list-style-type: none"> Typing and other basic computer skills Use of adaptive technology programs Provided once weekly to all students

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 IVEA:

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. **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, IVEA 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.

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

All of IVEA'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.

In Math and ELA, instructional strategies emphasize the need for students to read progressively more complex text, and in math develop a deeper understanding that will lead to mastery of critical mathematical concepts. This professional development focus includes:

- Unpacking standards to determine the skills students must master in order to achieve expected learning outcomes.

- How to provide personalized learning experiences through reader's' and writer's workshop.
- Supporting grade level reading of complex texts by providing students with close reading experiences and vocabulary instruction.
- Reinforcing conceptual understanding of key ideas in math.
- Supporting academic discourse in math by creating opportunities and structures for discourse to occur, with an emphasis on justifying reasoning.
- Understanding the 5 instructional shifts in the NGSS standards.
- Infusing instruction with cross-curricular concepts.

In Science, the goal is for students to have access to relevant, phenomena-based science instruction that is aligned with NGSS instructional shifts. In order to achieve this, teachers are provided professional development in creating lessons that explore phenomena while engaging in Science and Engineering Practices, Crosscutting Concepts, and the Disciplinary Core Ideas that will allow students to engage in predicting, observing, and explaining their natural world.

ELD standards are supported in all content areas by connecting lessons to the ELD proficiency level continuum. Teachers learn to assess a student's capacity level as either Emerging, Expanding, and Bridging and provide support in those levels that will lead to students accessing the language of all content areas.

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. IVEA 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. At IVEA, we have a one-to-one computer/student ratio. Once a week, students engage in a technology course, ranging from 45 - 60 minutes, depending on the grade level. During these classes, students practice basic skills such as typing as well as computer literacy skills that are appropriate to their grade level.

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.

IVEA has an isolated Transitional Kindergarten class. Our vision for the program is that Transitional Kindergarten is a developmentally appropriate entrance into the world of school. Learning is inclusive, supportive, and will prepare scholars for kindergarten and the years beyond. Our program consists of. Given that no state curriculum is mandated, pursuant to EC 48000(f), our program is intended to be aligned to the California Preschool Learning Foundations developed by the CDE. We have detailed outcomes for our TK students in the areas of: Reading, Writing, Language, Math, Science, Art, Social Studies, Fine Motor Development, Reasoning and Concept Development, and Socio-emotional learning. Most instruction in our TK classroom is in small groups and is developmentally appropriate for the students.

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

Draft



ICEF Public Schools | 2018-19 School Calendar

July 2018	August 2018	September 2018	October 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: 0	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	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: 19	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: 20
November 2018	December 2018	January 2019	February 2019
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	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: 10	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	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 2019	April 2019	May 2019	June 2019
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	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: 22	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	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: 10

Semester Start & End
 Pupil Free Day (Staff Professional Development at school)
 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)

Tentative School Specific Pupil Free Day					
ICES	15-Oct	LDPA	1-Oct	WPCS	29-Oct
ILMS	15-Oct	WES	29-Oct	WPHS	29-Oct
ILLA	1-Oct	WMS	29-Oct	WPHS	29-Oct

SAMPLE DAILY SCHEDULE

Instructional Minutes, Blocks, and Elements ICEF Vista Elementary Academy

Type	Subject	Frequency	Minutes
Pull-Out	Visual Art	Weekly	60
Pull-Out	PE	Twice Weekly	50
Pull-Out	Music	Weekly	K-2: 30 3-5: 45
Pull-Out	Tech: Computer Literacy	Weekly	45
Break	Recess/Nutrition	Daily (except Wed.)	15
Break	Wednesday Recess/Nutrition	Wednesdays	20

Break	Lunch	Daily (except Wed.)	45
Break	TK-5 Breakfast	Daily	20

Instructional Minute Allocation Guidelines:

Type	Subject	Frequency	Minutes
History/SS	History or Social Studies	1-2 x a week	K-2: 30 – 60 3-5: 45 – 60
Science	Science	1-2 x a week	K-2: 30 – 60 3-5: 45 – 60
ELD	Designated English Language Development	4 x a week (M,T,Th,F)	K-2: 30 3-5: 40
ELA	Reader's Workshop	Daily	45-60 <ul style="list-style-type: none"> • 15 minute mini lesson • 25 - 40 minutes Conferencing/independent reading • 5 minute wrap up
ELA	Read Aloud	4-5 x weekly	10-15
ELA	Guided Reading <ul style="list-style-type: none"> • Small group teaching of specific strategies • Rest of class in centers and/or tech (Daily 5) 	Daily	30-40
ELA	Phonics (K-2) Word Study (3-8) <ul style="list-style-type: none"> • Affixes • Greek/Latin Roots 	Daily	20-25
ELA	Writer's Workshop	Daily	45
Other	Morning Meeting/Do Now	Daily	10-15
Math	Math Meeting / Calendar (K-2)	Daily	15
Math	Fact Fluency	Daily	10
Math	Number of the Day / Problem of the Day	Daily	10
Math	Core Instruction <ul style="list-style-type: none"> • Target Group Structures/Workshop/Blended Learning • Whole group mini lesson paired with small group remediation 	Daily	K-2: 45 – 60 3-5: 50-65

Sample Schedule: K-2

Monday	Tuesday
8:10 - 8:30 Breakfast 8:30 - 8:45 Calendar 8:45 - 9:45 Art 9:45 - 10:05 Recess 10:05 - 10:25 Phonics 10:25 - 11:15 Reader's Workshop 11:15 - 12:00 Lunch 12:00 - 12:45 Math 12:45 - 1:00 Facts / Problem of the Day 1:00 - 1:45 Writer's Workshop 1:45 - 2:15 Guided Reading 2:15 - 2:30 Read Aloud 2:30 - 3:00 ELD 3:00 - 3:10 Dismissal	8:10 - 8:30 Breakfast 8:30 - 8:45 Calendar 8:45 - 9:30 Math Instruction 9:30 - 9:45 Problem of the Day/Number of the Day 9:45 - 10:05 Recess 10:05 - 10:55 PE 10:55 - 11:05 Facts 11:05 - 11:15 Phonics or Read Aloud 11:15 - 12:00 Lunch 12:00 - 12:45 Tech 12:45 - 1:45 Reader's Workshop (with a Guided reading group) 1:45 - 2:30 Writer's Workshop 2:30 - 3:00 ELD 3:00 - 3:10 Dismissal
Wednesday	Thursday
8:10 - 8:30 Breakfast 8:30 - 8:45 Morning Meeting 8:45 - 9:30 Reader's Workshop 9:30 - 9:45 Read Aloud 9:45 - 10:05 Recess 10:05 - 10:25 Ponics 10:25 - 11:00 Writer's Workshop 11:00-11:40 Math (Core Instruction) 11:40 - 12:20 Social Studies or Science 12:20 - 12:30 Dismissal	8:10 - 8:30 Breakfast 8:30 - 8:45 Morning Meeting 8:45 - 9:00 Phonics 9:00 - 9:45 Reader's Workshop 9:45 - 10:05 Recess 10:05 - 10:20 Calendar 10:20 - 10:30 Number of the day/Problem of the day/ Facts 10:30 - 11:15 Math Instruction 11:15 - 12:00 Lunch 12:00 - 12:15 Read Aloud 12:15 - 1:00 Writer's Workshop 1:00 - 1:30 Guided Reading 1:30 - 2:15 Social Studies or Science 2:15 - 2:30 Student of the week, sharing, something fun 2:30 - 3:00 ELD 3:00 - 3:10 Dismissal
Friday	
8:10 - 8:30 Breakfast 8:30 - 8:45 Morning Meeting 8:45 - 9:00 Phonics 9:00 - 9:45 Reader's Workshop	

9:45 - 10:05 Recess 10:05 - 10:55 PE 10:55 - 11:05 Facts 11:05 - 11:15 Problem of the day/Number of the Day 11:15 - 12:00 Lunch 12:00 - 12:30 Music 12:30 - 1:15 Math 1:15 - 2:00 Writer's Workshop 2:00 - 2:30 Guided Reading 2:30 - 3:00 ELD 3:00 - 3:10 Dismissal	
--	--

Sample Schedule: 3-5

Monday	Tuesday
8:00 - 8:15 Do Now / Morning Meeting 8:15 - 9:00 Reader's Workshop 9:00 - 9:15 Word Study 9:15 - 9:30 Recess/Nutrition 9:30 - 10:15 Tech 10:15 - 11:05 PE 11:05 - 11:30 Guided Reading 11:30 - 11:45 Read Aloud 11:45 - 12:30 Lunch 12:30 - 1:15 Writer's Workshop 1:15 - 2:00 Math Instruction 2:00 - 2:40 ELD 2:45 - 3:00 Dismissal	8:00 - 8:15 Do Now / Morning Meeting 8:15 - 9:00 Reader's Workshop 9:00 - 9:15 Word Study 9:15 - 9:30 Recess/Nutrition 9:30 - 10:30 Math Instruction 10:30 - 11:30 Art 11:30 - 11:45 Facts/POD 11:45 - 12:30 Lunch 12:45 - 1:15 Writer's Workshop 1:15 - 2:00 Science/Social Studies 2:00 - 2:40 ELD 2:45 - 3:00 Dismissal
Wednesday	Thursday
8:00 - 8:15 Do Now / Morning Meeting 8:15 - 9:00 Reader's Workshop 9:00 - 9:15 Word Study 9:15 - 9:30 Recess/Nutrition 9:30 - 10:30 Science/Social Studies 10:30 - 11:15 Writer's Workshop 11:15 - 12:00 Guided Reading 12:20 - 12:30 Dismissal	8:00 - 8:15 Do Now / Morning Meeting 8:15 - 9:00 Reader's Workshop 9:00 - 9:15 Word Study 9:15 - 9:30 Recess/Nutrition 9:30 - 10:15 Writer's Workshop 10:15 - 10:30 Read Aloud 10:30 - 11:20 PE 11:20 - 11:30 Problem of the Day 11:30 - 11:45 Facts 11:45 - 12:30 Lunch 12:30 - 1:40 Math 1:40 - 2:00 Community Circle/Something else 2:00 - 2:40 ELD 2:45 - 3:00 Dismissal

Friday	
8:00 - 8:15 Do Now / Morning Meeting 8:15 - 9:00 Reader's Workshop 9:00 - 9:15 Word Study 9:15 - 9:30 Recess/Nutrition 9:30 - 10:15 Music 10:15 - 11:20 Math 11:20 - 11:45 Facts/POD 11:45 - 12:30 Lunch 12:30 - 12:45 Read Aloud 12:45 - 1:30 Writer's Workshop 1:30 - 2:00 Guided Reading 2:00 - 2:40 ELD 2:45 - 3:00 Dismissal	

Regular Schedule Bell Schedule

K-2 Campus

Drop Off Begins: 7:30
School Starts: 8:10
Breakfast: 8:10-8:30 (20 min)
Nutrition: 9:45-10:05 (20 min)
Lunch: 11:15-12:00 (45 min)
School Ends: 3:10

3rd - 5th Campus

Drop Off Begins: 7:30
Breakfast: 7:35-7:50 (or at recess)
School Starts: 7:55
Nutrition: 9:15-9:30 (20 min)
Lunch: 11:45-12:30 (45 min)
School Ends: 3:00

Wednesday and Early Dismissal Bell Schedule

K-2 Campus

Drop Off Begins: 7:30
 School Starts: 8:10
 Breakfast: 8:10-8:30 (20 mins)
 Nutrition: 9:45-10:05 (20 mins)
 School Ends: 12:30

3rd-5th Campus

Drop Off Begins: 7:30
 Breakfast: 7:35-7:50 (or at recess)
 School Starts: 7:55
 Nutrition: 9:15-9:35 (20 min)
 School Ends: 12:30

INSTRUCTIONAL DAYS AND MINUTES

<u>GRADES</u>	<u>GRADES OFFERED</u>	<u>NUMBER OF REGULAR DAYS</u>	<u>NUMBER OF INSTR. MINUTES PER REGULAR DAY</u>	<u>NUMBER OF EARLY DISMISSAL DAYS</u>	<u>NUMBER OF INSTR. MINUTES PER EARLY DISMISSAL DAY</u>	<u>NUMBER OF MINIMUM DAYS</u>	<u>NUMBER OF INSTR. MINUTES PER MINIMUM DAY</u>	<u>NUMBER OF [OTHER] DAYS</u>	<u>NUMBER OF INSTR. MINUTES PER [OTHER] DAY</u>	<u>TOTAL NUMBER OF INSTR. DAYS</u>	<u>MINUTES REQ'D PER STATE LAW</u>	<u>TOTAL NUMBER OF INSTR. MINUTES</u>	<u>NUMBER OF INSTR. MINUTES ABOVE/BELOW STATE REQ'T.</u>
<u>TK/K</u>	<u>YES</u>	<u>136</u>	<u>385</u>	<u>49</u>	<u>250</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>185</u>	<u>36000</u>	<u>64610</u>	<u>28610</u>
<u>1</u>	<u>YES</u>	<u>136</u>	<u>385</u>	<u>49</u>	<u>250</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>185</u>	<u>50400</u>	<u>60910</u>	<u>10510</u>
<u>2</u>	<u>YES</u>	<u>136</u>	<u>365</u>	<u>49</u>	<u>230</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>185</u>	<u>50400</u>	<u>60910</u>	<u>10510</u>
<u>3</u>	<u>YES</u>	<u>136</u>	<u>365</u>	<u>49</u>	<u>230</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>185</u>	<u>50400</u>	<u>60910</u>	<u>10510</u>
<u>4</u>	<u>YES</u>	<u>136</u>	<u>365</u>	<u>49</u>	<u>230</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>185</u>	<u>54000</u>	<u>60910</u>	<u>6910</u>
<u>5</u>	<u>YES</u>	<u>136</u>	<u>365</u>	<u>49</u>	<u>230</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>185</u>	<u>54000</u>	<u>60910</u>	<u>6910</u>

Not applicable.

TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The recruitment process at ICEF and IVEA 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.

IVEA 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 Director verifies all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and ESSA 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.

PROFESSIONAL DEVELOPMENT

IVEA 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 IVEA	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 IVEA 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 weekly or bi-weekly focused on effective and instructional leadership.

Teacher Effectiveness and Curriculum Coaching – The Director of Teacher Effectiveness, Vice President of Secondary Literacy, and the Director 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

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.

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 sometimes the 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.

When students are struggling, 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.

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 students 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. During our College Bound Prep period, students are grouped according to Lexile and Quantile Scores. Thus, students are able to receive a second level of targeted small group intervention by a highly qualified teacher who can meet them at their level in order to help them increase both their lexile or quantile scores. 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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850s and to assess the need for special education assessment and services Intensive intervention

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 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 core academic 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, upon request, 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 (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific 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.

IVEA's instructional program and ICEF's English Learner Master Plan are 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, IVEA 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. IVEA 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 IVEA 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. IVEA 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 IVEA, 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. IVEA 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 IVEA, students are served best when the school, families, students and communities join together to ensure students' success.

Process for Identifying ELs

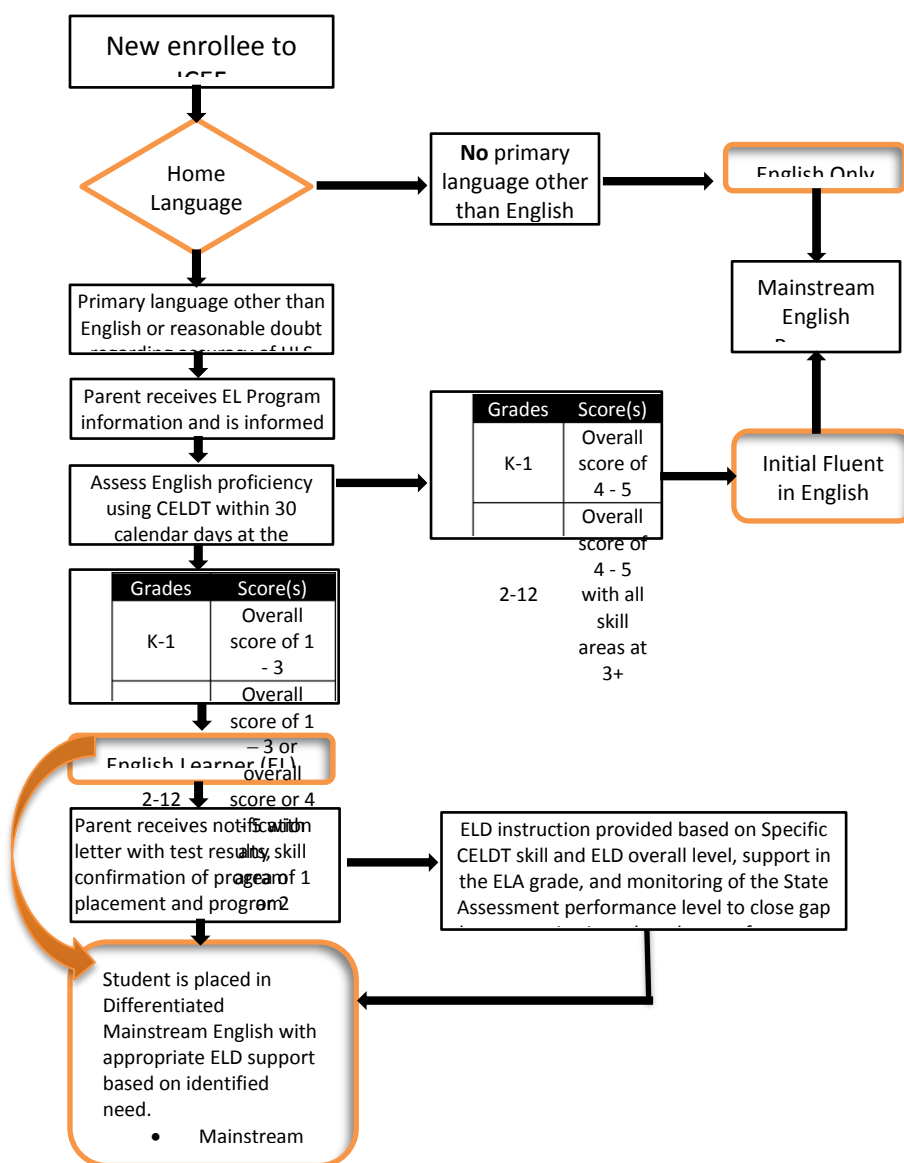
The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and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

IVEA 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 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. IVEA 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.

INITIAL IDENTIFICATION FLOW CHART



Educational Program for English Language Acquisition

Recent data indicates that approximately 82% 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 IVEA 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 guidance 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 IVEA administers within mandated timelines. IVEA 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.

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

IVEA 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, IVEA 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, IVEA 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

IVEA 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 integrated 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

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

Teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques which will be the primary strategy to meet the needs of English Learners. The instructional design model used by IVEA 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, IVEA 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.

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.

Primary Language Support – 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.

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 IVEA EL program is effectively meeting the needs of our students.

The School Principal at IVEA 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

IVEA 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 IVEA 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:

ICEF Reclassification Criteria Chart

Kindergarten-1 st grade			2 nd -5 th grade	6 th -12 th grade			
CELDT garten-1ication Criteria Chartlize multiple criteria in	<ul style="list-style-type: none">• CELDT overall score of 4• With scores of 4 or 5 in Listening, Speaking, Reading and Writing	<ul style="list-style-type: none">• CELDT overall score of 5• With scores of 3 or higher in Listening, Speaking , Reading and Writing	<ul style="list-style-type: none">• CELDT overall score of 4 or 5• With scores of 3 or higher in Listening, Speaking, Reading and Writing	<ul style="list-style-type: none">• CELDT overall score of 4 or 5• With scores of 3 or higher in Listening, Speaking, Reading and Writing			
Teacher Evaluation	<ul style="list-style-type: none">• Progress Report Card marks of 2 or higher in ELA		<ul style="list-style-type: none">• Progress Report Card marks of 2 or higher in ELA	<ul style="list-style-type: none">• Grade of “C” or better in a grade-level English or LTEL course (9th grade-A-G credit only)			
Basic Skills Assessment	<ul style="list-style-type: none">• Benchmark Assessment System (BAS) guided reading level within grade level band		<ul style="list-style-type: none">• Benchmark Assessment System (BAS) guided reading level within grade level band, OR• NWEA-MAP: Performance level of Basic on the MAP Reading Test with a minimum Fall or Winter/Spring score of:	<ul style="list-style-type: none">• Achieve 3000 Lexile level within grade level bands, OR• Previous year’s SBAC-ELA score of “Standard Met” or “Standard Exceeded” OR.• NWEA-MAP: Performance level of Basic on the MAP Reading Test with a			
					Grad e	Fall	Winter/Spring
					2 nd	141	158

		<table><tr><td>3rd</td><td>160</td><td>177</td></tr><tr><td>4th</td><td>174</td><td>188</td></tr><tr><td>5th</td><td>188</td><td>198</td></tr></table> <p>*www.nwea.org</p>	3 rd	160	177	4 th	174	188	5 th	188	198	<p>minimum Fall or Winter/Spring score of:</p> <table><tr><td>Grade</td><td>Fall</td><td>Winter/Spring</td></tr><tr><td>6th</td><td>198</td><td>205</td></tr><tr><td>7th</td><td>205</td><td>211</td></tr><tr><td>8th</td><td>211</td><td>215</td></tr><tr><td>9th</td><td>214</td><td>218</td></tr><tr><td>10th</td><td>219</td><td>221</td></tr><tr><td>11th</td><td>221</td><td>222</td></tr></table> <p>*www.nwea.org</p>	Grade	Fall	Winter/Spring	6 th	198	205	7 th	205	211	8 th	211	215	9 th	214	218	10 th	219	221	11 th	221	222
3 rd	160	177																															
4 th	174	188																															
5 th	188	198																															
Grade	Fall	Winter/Spring																															
6 th	198	205																															
7 th	205	211																															
8 th	211	215																															
9 th	214	218																															
10 th	219	221																															
11 th	221	222																															
Parent Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval																														

Process For Monitoring Progress Of English Learners And Reclassified (RFE) 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 IVEA 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 IVEA 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 IVEA'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.

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

Accelerated Learning Program for Long Term English Learners

The goals of this instructional program model are to accelerate the academic ELD and to attain academic proficiency in core content subjects for ELs who have attended school in the US for more than four full years (i.e., beginning their fifth year and beyond), but still have not met the criteria to be reclassified. This program option ultimately aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native-English speaking peers, have access to and meet A-G graduation requirements to be college-prepared and career-ready.

Program goal: Accelerate the academic ELD and academic achievement of Long-Term EL (LTEs) students so they reclassify and are able to meet college-and career-ready standards comparable to native English speaking peers in Mainstream English classrooms

Students Served	Program Components	Parent Information	Staffing & Credentialing
ELs in grades 6-12 who have completed five full years or more in U.S. schools but have not yet met reclassification criteria	<ol style="list-style-type: none"> 1. Advanced, content-based ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in organization strategies and support for other content classes 2. Access to instruction aligned to content standards. Students clustered in heterogeneous Mainstream English content classes 3. Explicit language and literacy development across curriculum using SDAIE strategies 4. Focus on study skills and critical thinking in all content areas. 5. Counselor or EL designee to monitor LTEL language proficiency level, test results, goals for meeting grade level standards, and progress toward reclassification. 6. ICEF data system are configured to identify and monitor progress of LTELs for 	Parent and child meet at least twice a year with a designated faculty member to review LTEL progress, program placement, test results, and goals for meeting reclassification criteria and accelerated academic progress targets	See Appendix __ for state-approved credentials and certificates, permits, and supplementary EL authorizations.

	teachers and administrators.		
--	------------------------------	--	--

Progress Monitoring for ELD

During each reporting period throughout the year, site administrators and/or EL Designee at ICEF public schools must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. If by the third year of instruction an EL student is not meeting the minimum benchmarks of progress for his/her particular instructional program, an in-depth diagnostic assessment will be administered to identify specific student needs and provide appropriate interventions to accelerate the student's progress.

Monitoring progress of the acquisition of English is essential. Regular assessments that measure English language proficiency – over and above curriculum-embedded assessments, and those assessments are administered regularly to all ELs. ICEF schools monitor EL student development of English using:

- ☐ • CELDT Scores
- ☐ • ELD Progress Profile
- ☐ • Lexile or Guided Reader Level
- ☐ • State Benchmark Assessments
- ☐ • Curriculum Embedded Assessments

Students not making adequate progress will be provided intervention services. 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. IVEA 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.

In the past, IVES monitored all students, but focused more on the whole school population as opposed to subgroups. Going forward, ELs and "at risk" LTELs will be monitored more closely. At each trimester report card, a letter will go home to families stating whether or not the student is making adequate progress as an English Learner (or as a student RFEPed within the last two years). Adequate progress will be defined as a earning a 3 or 4 in Reading, Math, Science, and History. For students who are not making adequate progress, the teachers and administration will develop a personalized plan for each student in order to target their needs. For all students who receive these plans, student progress will be monitored and a formal meeting will be held with staff working with said students and the admin team at progress report time to check in on progress. Updates to plan will be made if deemed necessary by the team.

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.

STUDENTS ACHIEVING BELOW GRADE LEVEL

At IVEA, 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 a before and after-school tutoring program. The on-site after-school program will work collaboratively with the teaching staff at IVEA to make the after-school program an extension of the learning during the school day.

Identifying Students Performing Below Grade Level

IVEA 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. IVEA 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 be invited to participate in a Summer Bridge Program to complete Diagnostic Exams and receive intervention, as needed.
2. At Back to School Night during Parent Information meetings, parents are given specific suggestions as to how to help their child at home.
3. 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.
4. A list of free available tutoring, library and enrichment resources will be made available for parents of all students.
5. Staff development sessions are devoted to differentiated instruction including how to meet both the needs of low achieving students and gifted students.
6. In the classroom, paraprofessionals and volunteers provide individualized assistance as directed by the teacher.
7. 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.
8. 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.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

The majority of students at IVEA 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.

IVEA identifies socioeconomically disadvantaged students as those who are eligible to receive free or reduced price meals (or based on the Annual Income Survey criteria should IVEA continue participating under USDA's Provision 2). In addition, IVEA will screen for socioeconomically disadvantaged students during enrollment intake, parent meetings, parent conferences, and throughout the year. IVEA has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- Providing more time to increase the learning opportunities for all students (these opportunities include, but are not limited to, in class literacy experiences, out of class experiential learning field lessons, and supplemented day)
- Tutorials and intervention supports (such as SST)
- Building the social capital of students via experiential learning opportunities in order for them to be able to navigate different social and educational settings
- Parent engagement workshops targeting topics such as financial literacy (in preparation for high school and college tuition) and health and nutrition, utilizing community partnerships to provide necessary resources to families in need
- Establishing a strong college - going culture, including, but not limited to, college banners and classrooms named after colleges and universities
- Flexible conferencing scheduling for meeting with families
- Providing enriching arts education programming to supplement existing curriculum
- Meal provisions for students whose families qualify for free and reduced lunch

Students who come from families of a socioeconomically disadvantaged status are held to the same learning standards of all students and receive the same education as any IILA student. IILA does not practice social promotion. Student readiness is assessed individually and regularly. Should a student demonstrate a low level of grade level readiness, the Student Success Team (SST) will convene to develop a plan of success for that student. The Student Success Team (SST) will create a plan to provide assistance in the general education classroom to students with special needs as 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, SSIS 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, SSIS 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, SSIS 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, SSIS 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

IVEA offers a variety of support for students with extraordinary needs, such as foster youth, those who are homeless, or those who 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 as necessary. 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 elementary school student's day reflects our intentional blending of strong academics, social development, and personal development. The following illustrates what a visitor would experience, as a scholar, in a first grade elementary classroom at IVEA:

7:30 - 8:10 Come to Campus

You walk into campus. Staff greets you at the gate and say good morning to you. You join your class at tables and chat and play until it's time to start the school day.

8:10 am - 8:30 am Breakfast

You eat breakfast with your class. As you eat, you talk and laugh and play with your friends at the tables. The teacher and teacher aide are there, too, supervising you and your classmates as well as chatting with you. Once you finish eating, you clean up your area and your classmates line up to go to class.

8:30 - 8:45 Calendar

You quickly enter class and put your things away. You come to the carpet for calendar time. The teacher calls on helpers to help go through the day of the week it is, the number of days we've been in school, how to show that in coins, how to show that in tally marks, and any events that are today or coming up soon. You work with the 100's number chart with your class and return to your seats for art time!

8:45 - 9:45 Art

On another day you might be going to PE, music, or technology, but today your art teacher comes to the classroom. You get to do many different projects and use many different mediums. Your teacher shows you art from an artist. She shows you some of the techniques they used in their style. You get to try and use the technique to share your ideas, too. You enjoy creating art as you express yourself and learn about different artistic elements and styles.

9:45-10:05 Recess / Nutrition

You walk with your class to the play yard. For recess, you play a structured game with your class. The aide supervising you helps you make sure that you learn the game correctly, play fair, and have fun. The game changes every week, but all of the games give you a chance to exercise different social skills like fair play, cooperation, and problem solving, get lots of energy playing, and learn different games.

10:05 - 10:25 Phonics

You come back into class and get ready for phonics! Phonics is a short part of the day, but very important. It's where you learn more keys for decoding words! The teacher will either review or show you a new sound, grapheme, or phoneme. You'll work with blending the word and then get to see the word in decodable text. You then get to practice writing with a dictation exercise. The teacher will say a sentence for you to write and you do your best to include what you just learned in phonics as you write.

10:25 - 11:15 a.m. Reader's Workshop

You come to the carpet meeting area for a mini lesson. During this time, the teacher teaches you a portable skill to help you better understand text. You see your teacher explicitly tell you what it is, show it to you in a familiar text you've read, a student's book, or a new text which features the element she's

focusing on. After this, you'll be asked to apply it to your own reading or in the shared text. You might share your thoughts about the reading and feature with your partner. The teacher will remind you that the skill is to be used not just today, but every day as a reader. She sends you off to your reading spot to dive into your independent texts.

You find your reading area and book box full of books that are suited to your independent reading level and interests. You know the books because you've chosen most of them yourself. As you begin to read, your teacher circulates the room conferencing with various students. She stops next to you and checks in. She asks you what you're working on as a reader. She takes notes as you tell her about the skill that you learned today or possibly a personal reading goal that you set with her. She asks you to show her that in your text and you discuss your thinking as a reader.

Your teacher highlights some of the skills you're using and gives you a reminder to continue using that skill in text or possibly points out a new step that you've shown you're ready for. You get excited when she stops the workshop midway through and uses your thinking as an example of the teaching point she reviewed. You continue to read and apply the skill, taking notes in your reader's notebook. You notice that your teacher has pulled a guided reading group, though it's not your group today.

Towards the end of reader's workshop, your teacher calls you back together at the meeting area where you get to share how the skill impacted your reading of your text. Your partner shares with you as well. Your teacher reviews the skill from the day as well as some observations about today's workshop and dismisses you back to your seats.

11:15 - 12:00 Lunch

Lunch is a favorite time of every student. After a busy morning learning and working with peers, it's time to relax and give your brain a break. You line up for the school lunch and chat with your friends as you wait. As you go through the line, the supervising staff members say hello and record your name. They know you by sight and you enjoy saying hi to them. You go to your class's table and join other students. As you eat you hear laughing and talking throughout the lunch area as students enjoy each other's company. After eating, you clean up your area and wait to be dismissed to play. You go out with your friends and enjoy playing on the yard. You remember to drink water and go to the bathroom towards the end of lunch and line up with your class when the whistle is blown.

12:00 - 12:45 Math Instruction

You prepare for math instruction by taking out your book and note taking materials. The teacher walks you through a short lesson. You pay close attention because you know that once she's explicitly taught the new skill, you'll be tasked with applying the new skill with your group or partner before having to do the skill on your own.

Once the lesson is finished, you complete an exit ticket so that you can ensure you've really learned the new skill. To your surprise, you answered incorrectly. Even though you thought you had it! As the teacher dismisses students to work on the task independently, you are pulled into a small group for a bit of extra instruction involving this particular skill. After working through a few problems with the teacher, you realize where your misconception was. You do a few problems independently and when the teacher sees that they are correct, you move from the small group back to the rest of the class. You feel good that you worked hard and learned the new math skill!

12:45 - 1:00 Problem of the Day

Problem solving is hard! It stretches your brain. Your teacher shows you a problem on the board and reads it out loud to your class. She reads it again to make sure that everybody got to hear it. She asks your class what the question is asking of you. You think about it and share with your neighbor. She reads it again and after hearing the answer from several people, she underlines it in the problem. She asks what information we know that can help us solve the problem and reads the problem again with us. Several volunteers give answers and then we discuss how we could solve it. Your classmates have many different ideas. Some want to use manipulatives, some want to make a number sentence and some want to draw a picture. You and your partner decide how to solve it and you solve it. You like that so many ideas can all lead to the same answer.

1:00 - 1:45 Writer's Workshop

You get your writer's workshop notebook and join the teacher and your class on the carpet. The teacher tells you what she wants to show you in today's mini-lesson. She always either points out something new she wants you to try, highlights something that the class has been struggling with, or helps the class build on something they've been doing well in with their writing. After she tells you what you're working on, she shows you what she means in some already done writing. Today she's using some student writing samples, but sometimes she uses stories you've been reading or a new text altogether. She asks you to look for ways you can use this skill in your own writing. You think for a moment and flip through your writer's notebook. You see just the place where you can do what she's talking about! You see yourself using the skill and are already 'writing' in your head. You share your ideas with your writing partner and they share with you. The teacher reminds you that the skill is not just for today, but for every day and sends you off to write.

You spend a lot of time working on your writing. As you're working, the teacher walks around and conferences with you and with your classmates. You might read a bit of your writing, but she's not interested in what you're writing as much as what you're working on in your writing. You show her where you're trying out a new skill as an author and read her that portion of your writing. You feel good when she points out how it's similar to another author you've heard about. She lets you know how you can take that skill to the next level and you have even more ideas for your writing! She moves to the next student and you dive back into your writing.

During the writing time, she stops you and the rest of the class. She highlights the writing of another student and how they used the new skill. You check your own writing and keep on working, confident that you're growing as a writer. After writing, your teacher calls everybody back to the meeting area and a student or two shares what they worked on with the class. You meet back with your writing partner and show each other the progress you made today. You review how your writing time went with them and are happy to see that both of your writing is going well.

1:45 - 2:15 Guided Reading

During guided reading, the teacher pulls small groups to work with. It's your group's turn today! The other students will work on different center activities, but you'll work with the teacher. Your group goes over to the table and you get ready to work. She starts off with sight word review and moves into showing you a new book. Each student in your group gets a copy to work with. You do a picture walk and you get excited about the new book. It looks interesting! Your teacher shows you a couple of words that are tricky in this book. You need them to understand the book so she shows you the words, tells you what they mean, and you and your group find the words in the book. Your teacher has the students start reading. You whisper read when she tells you to start. You can tell the teacher is listening to you read and you do your very best. After reading the book two times, your teacher asks

questions to the group about the story. You go back to the book to help make sure your answers are right. Since your group did so well, your teacher is letting you practice new sight words before you go to work on centers and she pulls a new group. You even get to write them together!

2:15 - 2:30 Read Aloud

It's time for read aloud! Your teacher always chooses great stories and books to read during read aloud. She pauses to ask questions to the class and you think how much you really like this story and how you know so much about it. Your teacher points out things you might not have noticed on your own, but now will look for in your own reading. Your teacher gets to a good stopping point, and you wish she would read more, but know she'll pick up where she left off tomorrow.

2:10 - 2:50 ELD / Intervention / Enrichment

You switch classes for this last instructional block of the day. Like about 70% of your classmates, you are an English Learner. During this time, you'll go to another teacher with other students who are English Learners at this time. The other students will go with other teachers for math or reading intervention or for enrichment activities.

You like this time because so much of the time is talking. Your teacher teaches you language that isn't special for science or reading. It's language you can use all over your life! You hear how the teacher phrases the language and see how she writes it. You copy some of the things she is saying chorally with your classmates. Then you get to talk with your classmates using the new language. It might be in a game or using a different routine, but talking is the expectation. As the class moves on, you start to use the language in writing. Before you know it, class time is over and it's time to go back and pack up for the end of the day.

2:50 - 3:10 Pack Up

You return back to your classroom and begin to pack up your materials from the day. You collect any papers and folders going home. Your teacher goes over homework for the day and reminds you about things that are coming up at school. You talk about things that happened that day and are ready for a new day tomorrow!

3:10 Dismissal

You line up with your classmates. You get picked up, so you go to the pick-up line while some of your other friends go to the after school program line. The after school tutor comes and picks them up and your teacher takes your line out to the gate. You chat with your friends and teachers as you wait for your aunt to pick you up. One of the staff members calls your name! It's your turn! You say goodbye to everybody and they tell you to have a great day.

A typical elementary school student's day reflects our intentional blending of strong academics, social development, and personal development. The following illustrates what a visitor would experience, as a scholar, in a 4th grade elementary classroom at IVEA:

7:30 - 8:00 Come to Campus

You walk into campus. You might stop in the office, go to the play areas, or go to breakfast. No matter your choice, you will be greeted by a staff member who is happy to see you and welcomes you to campus. You enjoy time with friends while being supervised in a safe environment by various staff members. At 7:50 a bell rings telling you it's time to line up for morning assembly.

7:55 a.m. - 8:00 am

You line up with your classmates and assemble as an entire school. During this time, you hear announcements about traits of the month, events that have recently occurred, and events that are coming up soon. You might hear about opportunities to join a new club or try out for a new sport. You might hear about a recent cause for celebration at our school. You may even hear about a campus wide activity coming up. Once announcements are done, you join your classmate and school in saying the “Scholar’s Pledge” which is posted outside the bungalows. After that you’ll say the Pledge of Allegiance and be dismissed to class.

8:00 - 8:20 a.m. Unpack / Check In / Morning Work

You walk with your classmates to your classroom to start another great day. Your teacher will have prepared morning work for you to do that helps get you ready for the day by reviewing recently learned skills, engaging in a thought question, or previewing new or not yet mastered skills that are coming up soon. You unpack your backpack as you get ready for the day. Your teacher checks your homework and checks in with students about any issues they might have whether it’s how they are doing, checking on a needed signature, or how the homework was.

8:20 - 9:05 a.m. Reader’s Workshop

You come to the carpet meeting area for a mini lesson. During this time, the teacher teaches you a portable skill to help you better understand text. You see your teacher explicitly tell you what it is, show it to you in a familiar text you’ve read, a student’s book, or a new text, which features the element she’s focusing on. After this, you’ll be asked to apply it to your own reading or in the shared text. You might share your thoughts about the reading and feature with your partner. The teacher will remind you that the skill is to be used not just today, but every day as a reader. She sends you off to your reading spot to dive into your independent texts.

You find your reading area and book box full of books that are suited to your independent reading level and interests. You know the books because you’ve chosen most of them yourself. As you begin to read, your teacher circulates the room conferencing with various students. She stops next to you and checks in. She asks you what you’re working on as a reader. She takes notes as you tell her about the skill that you learned today or possibly a personal reading goal that you set with her. She asks you to show her that in your text and you discuss your thinking as a reader.

Your teacher highlights some of the skills you’re using and gives you a reminder to continue using that skill in text or possibly points out a new step that you’ve shown you’re ready for. You get excited when she stops the workshop midway through and uses your thinking as an example of the teaching point she reviewed. You continue to read and apply the skill, taking notes in your reader’s notebook. You notice that your teacher has pulled a guided reading group, though it’s not your group today.

Towards the end of reader’s workshop, your teacher calls you back together at the meeting area where you get to share how the skill impacted your reading of your text. Your partner shares with you as well. Your teacher reviews the skill from the day as well as some observations about today’s workshop and dismisses you back to your seats.

9:05 - 9:20 Word Study

You take out your notebook and prepare for more keys to unlocking words. As a fourth grader, you’ve moved beyond phonics and are ready to engage in learning about word roots and parts. As your teacher

introduces new words, you think about what the words have in common. You notice the same part across all of the words. Your teacher asks for volunteers and several of your classmates note the same similarity. She tells you what the new word part means and shows you what she means by breaking down one of the words. You record this new information in your notebook. With your partner you break down the rest of the word meanings with the knowledge of the new root. You repeat this process with another set of words. You've now learned at least two more new 'keys' to unlocking unfamiliar words. At your teacher's direction, you pack up word study materials and prepare for recess.

9:20 - 9:35 Recess / Nutrition

You walk with your class to the eating area. You eat either a snack brought from home or the breakfast served by the school. You notice today is pancake with sausage and banana day and decide to grab the breakfast. As you eat, you enjoy time with friends. When you finish, you clean up your area and go out to play for the remaining few moments.

9:35 - 10:35 Math Instruction

You prepare for math instruction by taking out your book and note taking materials. The teacher walks you through a short lesson. You pay close attention because you know that once she's explicitly taught the new skill, you'll be tasked with applying the new skill with your group or partner before having to do the skill on your own.

Once the lesson is finished, you complete an exit ticket so that you can ensure you've really learned the new skill. To your surprise, you answered incorrectly. As the teacher dismisses students to work on the task independently, you are pulled into a small group for a bit of extra instruction involving this particular skill. After working through a few problems with the teacher, you realize where your misconception was. You do a few problems independently and when the teacher sees that they are correct, you move from the small group back to the rest of the class.

After working on the independent work, you move into stations with your group. You begin working through problem solving activities with partners. As the week moves on you will cycle through a technology station in which you work with an adaptive computer program and collaborative work with your peers.

10:35 - 11:35 Art

On another day you might be going to PE, music, or technology, but today you head off to art class with your classmates and art teacher. You know that you'll be learning about and the style of a famous classical or contemporary artist. You'll apply some of their styles to your own creative works. You might be using clay, pastels, colored pencils, or various types of paints, but whatever the medium you express your own thoughts and self while learning about and applying elements of art and varying styles of artists.

11:35 - 11:45 Problem of the Day / Facts

Knowing that problem solving skills and automaticity with facts are foundational skills that fuel math learning, you participate in problem of the day and/or facts every day. You take out your workbook and hear the question posed by the teacher. You think through the process of understanding what the question is asking of you, what information is given to you, and what possible strategies you could use to solve the problem. Once you've got that information, you discuss it with your partner or math group. You then solve the problem and check it with your group before reviewing as a class. You're surprised to see all of the different ways your classmates got to the same answer.

You take out your fact work and work through them. Today might be flashcards, filling in a multiplication chart, or it might be a timed test. Either way, you're working through your facts with a goal of automaticity in mind! Once facts are done, you pack up for lunch and line up.

11:45 - 12:30 Lunch

Lunch is a favorite time of every student. After a busy morning learning and working with peers, it's time to relax and give your brain a break. You line up for the school lunch and chat with your friends as you wait. As you go through the line, the supervising staff members say hello and record your name. They know you by sight and you enjoy saying hi to them. You go to your grade level table and join other students. As you eat you hear laughing and talking throughout the lunch area as students enjoy each other's company. After eating, you clean up your area and wait to be dismissed to play. You go out with your friends and enjoy playing on the yard. You remember to drink water and go to the bathroom towards the end of lunch and line up with your class when the whistle is blown.

12:30 - 12:45 Read Aloud

After such vigorous play, you look forward to read aloud. During this time, your teacher reads a book or story to you. She pauses to ask questions to the class and you wonder how authors fit so much interesting language and tools into the story; things you might not have noticed on your own, but now will look for in your own reading. Your teacher gets to a good stopping point, and you wish she would read more, but know she'll pick up where she left off tomorrow.

12:45 - 1:30 Writer's Workshop

You get your writer's workshop notebook and join the teacher and your class on the carpet. The teacher tells you what she wants to show you in today's mini-lesson. She always either points out something new she wants you to try, highlights something that the class has been struggling with, or helps the class build on something they've been doing well in with your writing. After she tells you what you're working on, she shows you what she means in some already done writing. Today she's using some student writing samples, but sometimes she uses stories you've been reading or new text altogether. She asks you to look for ways you can use this skill in your own writing. You think for a moment and flip through your writer's notebook. You see just the place where you can do what she's talking about! You see yourself using the skill and are already 'writing' in your head. You share your ideas with your writing partner and they share with you. The teacher reminds you that the skill is not just for today, but for every day and sends you off to write.

You spend a lot of time working on your writing. As you're working, the teacher walks around and conferences with you and with your classmates. You might read a bit of your writing, but she's not interested in what you're writing as much as what you're working on in your writing. You show her where you're trying out a new skill as an author and read her that portion of your writing. You feel good when she points out how it's similar to another author you've heard about. She lets you know how you can take that skill to the next level and you have even more ideas for your writing! She moves to the next student and you dive back into your writing.

During the writing time, she stops you and the rest of the class. She highlights the writing of another student and how they used the new skill. You check your own writing and keep on working, confident that you're growing as a writer. After writing, your teacher calls everybody back to the meeting area and a student or two shares what they worked on with the class. You meet back with your writing partner and show each other the progress you made today. You review how your writing time went with them and are happy to see that both of your writing is going well.

1:30 - 2:10 Science/Social Studies

Some days you work on social studies, and some days you work on science. Today is social studies. You've been learning all about California's history. It's exciting because it's the story of you and where you live. Your teacher talks about a time frame from California's past. You read with your class and look at some of the primary documents from that time period. You envision what life would have been like back then and discuss with your class how this particular time frame changed California.

2:10 - 2:50 ELD / Intervention / Enrichment

You switch classes for this last instructional block of the day. Just like about a third of your classmates, you are an English Learner. During this time, you'll go to another teacher with other students who are English Learners. The other students will go with other teachers for math or reading intervention or for enrichment activities.

You like this time because so much of the time is talking. Your teacher teaches you language that isn't special for science or reading. It's language you can use all over your life! You hear how the teacher phrases the language and see how she writes it. You copy some of the things she is saying chorally with your classmates. Then you get to talk with your classmates using the new language. It might be in a game or using a different routine, but talking is the expectation. As the class moves on, you start to use the language in writing. Before you know it, class time is over and it's time to go back and pack up for the end of the day.

2:50 - 3:00 Pack Up

You return back to your classroom and begin to pack up your materials from the day. You write your homework in your agenda and collect any papers that are being sent home from the school. Once packed, you ready yourself for dismissal from class.

3:00 - Dismissal

You walk out with your class to our main gate while many of your classmates head off to check in with the after school program. As you're waiting to be picked up, you chat with your teacher and classmates. You see your dad come to pick you up and you let your teacher know. Your teacher sees your dad, says goodbye and tells you that she'll see you tomorrow. "See you tomorrow!" you call out as you leave the gate.

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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date 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

IVEA acknowledges the importance of student assessments and the information derived from progress monitoring student achievement. IVEA 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. IVEA utilizes the following formative and summative assessments for student learning:

Assessment Tool Name	When Administered	Purpose for Administering	Performance Goals
CAASPP Assessments	Annually	Measure the achievement of CCSS and California content	IVEA seeks to meet or exceed the CA Mapp

- Smarter Balanced Consortium		standards in English-language arts and Science	Targets in ELA and Math.
iReady Progress Monitoring Reading Exam	6 weeks progress monitoring, as needed	<p>To determine students' Lexile levels</p> <p>To assess students' reading progress</p> <p>To determine implications for instruction</p>	Students will meet the minimum Lexile levels the specific grade-level
NWEA MAP (Measure of Academic Performance)	Three times a year	<p>To analyze students' growth and progress</p> <p>To determine implications for instruction, including intervention</p>	Student will achieve average yearly growth level established by NWEA
Achieve3000 Level Set	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	<p>To assess teaching practices and monitor student learning</p> <p>To inform instruction</p>	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.

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

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 <input type="checkbox"/> Produce a variety of writing incorporating task, purpose and audience <input type="checkbox"/> Utilize evidence to support claims in reading, writing, listening and speaking	<ul style="list-style-type: none"> - Benchmark Exams - Diagnostic Exams - 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. 	<ul style="list-style-type: none"> - Benchmark Exams - Diagnostic Exams - Performance Tasks - CAASPP assessments - Student Report Cards - Interim and Progress Monitoring Assessments

6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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 in weekly aerobic and team building activities.	<ul style="list-style-type: none"> - Report Cards - Fitness Tests

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

Grading Policy

IVEA 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	
		2.0	70-71	
Does Not Meet Standards	1	1.9	69	NP (No Pass)
		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

IVEA 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.

IVEA, like all ICEF schools, will follow ICEF’s procedures on Retention as outlined below. IVEA expects students to progress through each grade level within one (1) school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. As early as possible in the school year, the School Principal or designee shall identify students who should be retained and who are at risk of being retained in accordance with the following criteria. Students shall be identified on the basis of grades. The following additional indicators of academic achievement shall also be used:

- Failure in one or more classes
- Excessive (10) absences and/or tardies (3 tardies/early leaves = 1 absence)
- Scoring basic or below on standards based assessments and or not meeting grade level goals
- The school’s decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding.
- CAASP and MAP testing can be used in combination with school performance to recommend retention prior to the next school year.

Students who are at risk of retention will have a minimum of two (2) Student Success Team (SST) meetings prior to retention being final. The SST process is described previously in this petition in the section pertaining to intervention. The Principal or designee will notify the student's parent or guardian prior to end of first trimester, if the student is at risk of retention. Upon the conclusion of the school year, the student's teacher(s), in consultation with the parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the School Principal or designee, who will meet with the parent/guardian and review the decision of the teacher(s). The School Principal's decision may be appealed to the ICEF Executive Team or designee.

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. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to 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 of 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 reasonable 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, complete, 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 governmental 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

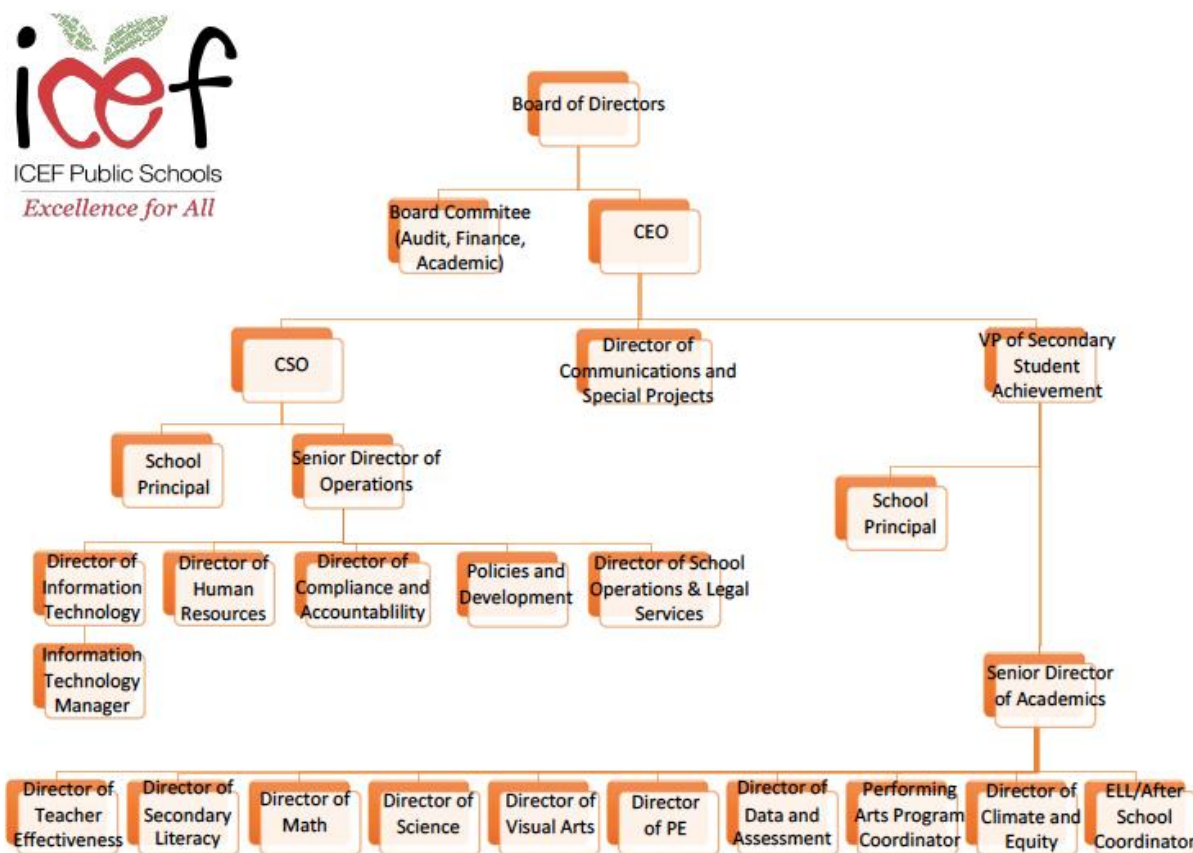
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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

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

ICEF’s Board of Directors is a self-selecting and self-governing body as outlined in the 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.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

The Board of Directors 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, the 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 Senior Director of Academics 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.

Specific Qualifications:

- ☐ Bachelor's Degree. Master's Degree or MBA.
- ☐ Educational management experience required, with demonstrated success in leading a company or organization.
- ☐ Proven record of improving financial and operational management of an organization.
- ☐ Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff.

Chief Schools Officer

- ☐ Manages the organization's day-to-day operations 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.

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.

Senior Director of Academics

- ☐ 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.

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.

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.

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.

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.

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, composed of board chairman, David Moore, 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's Board, employees, and IVEA comply with the requirements of the Ralph M. Brown Act with regards to all issues related to the governance and operations of ICEF and IVEA, 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 3855 W. Slauson Ave, Los Angeles, CA 90043. 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) IVEA'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. During the roll call vote, board members have the opportunity to abstain from the vote for each individual item;
- d. 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;
- e. 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;
- f. 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;
- g. 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, and community members) 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. IVEA 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. SSC memberships are determined by peer elections - parents elect parents, teachers elect teachers, and "other" school personnel (any staff member who does not have an attendance roster and is not the principal) elect "other" school personnel.

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 IVEA as this helps brings the school community closer and increases the responsiveness of school administration. IVEA employs 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 IVEA 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.

School Website

IVEA encourages all stakeholders to connect with the school via its website for information on local, school, community and other resources available, in addition to the latest and greatest school and ICEF information, including Academic programs & supports, teacher resources, grade level coursework and expanded learning & extra curricular activities. Through this forum, it will allow for a seamless and smooth discrimination of information for our stakeholders to take advantage of and connect quickly & instantaneously.

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

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

SENIOR DIRECTOR OF ACADEMICS

Part of the Executive Team, the Senior Director of Academics 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 Senior Director of Academics 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 Senior Director of Academics 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 CLIMATE AND EQUITY

The Director of Climate and 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 Climate and Equity is responsible for establishing job standards for subordinate staff and effectively evaluating staff under charge.

Specific Qualifications:

- Master’s degree 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 AND SPECIAL PROJECTS

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 Chief Schools Officer 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

The Director of Math 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, as well as lead the efforts to horizontally and vertically align ICEF's math curriculum, with a particular focus on the secondary level. The Director of Math 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
- Teaching and administrative experience in an urban school setting, serving low income students

DIRECTOR OF SCIENCE

The Director of 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 Science, as well as lead the efforts to horizontally and vertically align ICEF's science curriculum, with a particular focus on the secondary level. The Director of Science must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve 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 students

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

Elementary 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.

Specific Qualifications:

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

ASSISTANT PRINCIPAL OF INSTRUCTION & ASSISTANT PRINCIPAL OF SCHOOL CULTURE

The Assistant Principal serves as the instructional leader with the Principal and assists with instructional program, and teacher development. The Assistant Principal of School culture serves as the supervisor of faculty and the operation of the school site. Along with the principal, the AP of school culture insures that the school is a safe environment both physically and emotionally. Both Assistant Principals, in conjunction with the Principal, are empowered to assist with the operation of the school, discipline students when necessary, and coach, develop and mentor teachers and staff. The Assistant Principals 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 alongside the Principal. 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 and an MA, MBA, or 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 4:00 p.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 at IVEA 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 administrating 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, ensuring 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, Office of Environmental Health and Safety, 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 (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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, officers, and representatives, 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 school site 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.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Director of Compliance will serve as IVEA'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, in accordance with HSC120325-HSC120380. In addition, free resources are provided to families such as St. John's Child & Family Center (who provides free or low-cost medical care, including immunizations) and other local health to ensure compliance and a healthy student and family. Additionally, ICEF Public Schools provides mandatory health screening (Scoliosis, vision and hearing) on an annual basis. Also, ICEF provides free and reduced meals for all students of families that 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, IVEA, located in a neighborhood that is predominantly Latino, currently serves students that are 97% Hispanic/Latino and 1% African American. In pursuit of our mission and our commitment to serve all students, IVEA and ICEF’s recruitment outreach is designed to attract a diverse student population. Parents and Families should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. IVEA is committed to serving all students.

While any student can apply to attend IVEA, ICEF and IVEA 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 IVEA will make every effort to recruit students from 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
- (3) Monitoring the implementation and outcomes of the initial recruitment plan and modifying it as necessary to achieve recruitment goals.

We will also seek recommendations from teachers, staff, and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community-based organizations such as St. John's Well Child & Family Center and Youth Policy Institute.

ICEF and IVEA 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 107.1 and KDAY 93.5	December-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 IVEA'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. IVEA 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 federal and state laws 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, Section 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.

STUDENT RECRUITMENT

IVEA and ICEF shall deploy the following efforts in order to recruit low-achieving, economically disadvantaged students and students with disabilities:

- Students will be recruited from the Mar Vista, Culver City, Playa Del Rey, and South Los Angeles areas where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools under the guidance of the school administration in order to avoid disruption, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time). The following measures will be taken to minimize any disruption to LAUSD schools:
 - Charter School's principal will contact principals of the local elementary schools to make arrangements to drop off flyers during normal office hours.
 - Charter School's will provide copies of the flyers to each school.
- IVEA will participate in presentations to local early childhood centers, daycares and elementary schools at the discretion of the local school administration as to avoid disruption. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time). The following measures will be taken to minimize any disruption to LAUSD schools:
 - IVEA's principal will contact principals or center administrators of the local early childhood centers, daycares and elementary schools to coordinate meeting dates/times and align them with regularly scheduled parent meetings. This will minimize the necessity to have the school provide additional personnel that would need to be present at these meetings.
 - Meeting dates and times will not be made at inconvenient dates and times.
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to IVEA.

Additionally, IVEA will comply with all laws establishing minimum age for public school attendance in charter schools. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

IVEA shall require students who wish to attend IVEA to complete an interest form. After admission, students will be required to submit an enrollment packet, which shall include, but not limited, to the following:

1. Student enrollment/registration form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of record

LOTTERY PREFERENCES AND PROCEDURES

As a charter school, IVEA is a school of choice, and IVEA may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend IVEA 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 ICEF Vista Elementary Charter Academy

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

Lottery Procedures

Parent(s) and/or legal guardian(s) 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 initial 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 received by the deadline set forth (occurring annually on January 31) for enrollment exceed school’s enrollment capacity, a public lottery will take place between February 10-12 (depending on which date falls on a Saturday to maximize parent/guardian attendance). 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

The following are the procedures IVEA will follow to ensure a safe and transparent public lottery has taken place:

1. IVEA will hold the public lottery at a facility that will accommodate all interested parties. The School Principal and/or a designee of the Principal along with a member of the ICEF Home Office Team will be present to ensure the lottery is properly and fairly executed.
2. At the designated time, the School Principal or his/her designee, will draw names from the lottery bin. Student names will be randomly drawn to fill the number of available spaces, with all additional names drawn to compile a wait list.
3. Within 48 hours of the end of the public lottery, the admitted and waiting lists will become available on IVEA's and ICEF's website to ensure speedy communication to the parents and/or legal guardians.
4. Additionally, 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.
 - i) However, 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 to accept a space at the Charter School.
- 5) The waitlist for the current school year remains active until the end of the school year and does not "rollover"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
- 6) Lottery results and the waiting list will be kept at the school site and at ICEF's corporate office.
- 7) 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.

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 (or any other valid proof of age), 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 IVEA 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)(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

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 executives have 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.

ICEF's Executives 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 CPAs 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 the conditions above are met.

Audit exceptions and deficiencies will be resolved in conference with the auditing firm 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

Notwithstanding and apart from 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.

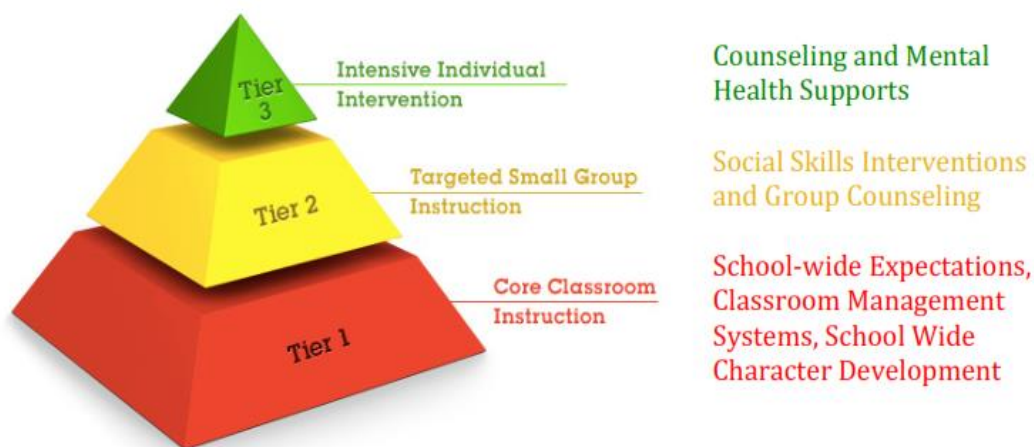
GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

IVEA is committed to providing a positive and safe school environment that nourishes growth and healthy scholar development for each and every student. 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 engage in healthy interactions with peers and adults.*
4. Violations of standards of behaviors by students will lead 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 the student in any 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 through Positive Behavioral Interventions and Supports (PBIS), which serve to make negative behaviors less relevant and desired behavior more functional.

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. Alternatives to suspension and expulsion may include but are not limited to community service, campus beautification, restorative practices, Positive Behavior Interventions and Supports (PBIS), counseling, and outside agencies.

GROUNDINGS 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 may be suspended from school shall not exceed 20 days. Students with an IEP, including students with 504 Plans, may be suspended for no more than 10 school days in any school year unless a change of placement in place is granted.

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 school site, 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.
- 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 school site, 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. An administrator or administrator designee may issue an In-School suspension at their discretion and in accordance to level 2 and level 3 offenses. The student may be placed on an In-School suspension for a maximum period of 2 consecutive school days. The In-School suspension shall not exceed 20 days.

CLASS SUSPENSION

Class suspensions may be issued by an administrator or administrator designee based on the infraction. The student may serve a class suspension for the period (middle/high schools) or no more than 2 hours of a self-contained classroom. The student must return to class thereafter and may not receive a class suspension from that period/class for 3 days following the class suspension.

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 in-school suspension 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, classwork 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 Notice or participate in a telephone conference with the school administration.
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 Director of Climate and Equity 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 Director of Climate and Equity will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Director of Climate and Equity 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 Principal Discretion**
The Principal will immediately suspend and recommend for expulsion any student who commits a "Non-Discretionary Expellable Offense" listed above 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 Principal Discretion**
The School Principal shall recommend a student's expulsion if he or she determines that the student committed a "Non-Discretionary Suspension Offense" listed above 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, 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 Principal's Discretion**
The Principal has discretion to recommend or not recommend expulsion when s/he determines that a student has committed a "Discretionary Suspension Offense" 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, the Principal 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**— Prior to 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.
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. If the parent/guardian is not able to be present, the school will be mailed the suspension notification letter via certified mail, and the student will be given a copy of the letter to be given to the parent/guardian. The student is placed on suspension until the time of the expulsion hearing. Charter school will do its best to expedite the expulsion process and duration of suspension shall not exceed 20 days while awaiting hearing date. 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 Climate and Equity** – Once the Principal concludes the investigation of the behaviors warranting expulsion, s/he will 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, the Charter School works with the family to expedite the expulsion or appeals process 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 Hearing Panel (AHP) 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 Hearing Panel (AHP) 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 AHP will consist of three (3) impartial certificated administrative ICEF team members and will be selected by the Director of Climate and Equity. The Director of Climate and Equity presents recommendations of AHP during the following Board meeting. The Board then accepts the decision of the AHP.

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 AHP shall decide whether to expel the student.

PRESENTATION OF EVIDENCE

A decision to expel a student by the Administrative Hearing Panel must be supported by substantial evidence that the student committed any of the expellable offenses listed above. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the School 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 HEARING PANEL REPORT/DECISION

In reaching their conclusion, the AHP 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 AHP 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 of a level 2 or 3 offense, 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/guardian 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, 3855 W. Slauson Ave., Los Angeles, CA 90043.
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 Climate and 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 AHP emailing ExpulsionAppeals@icefps.org or submitting a written request to ICEF Public Schools, Attention: Director of Climate and Equity, 3855 W. Slauson Ave., Los Angeles, CA, 90043.

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 AHP. 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) business days following the Appeals Hearing. The decision of the Appeals Panel is final.

EXPELLED PUPILS/ ALTERNATIVE EDUCATION

In the event of a decision to expel a student from IILA, 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.

Duration of expulsion period may consist of current semester, current semester plus another semester, or up to one calendar year (applies to Ed. Code 48915 (c) only). Rehabilitation plans will be developed by the AHP and may include the following: expected number of credits to be earned from an educational institution, tutoring, positive attendance, anger management/conflict resolution skills program, drug and alcohol diversion program/tobacco diversion program (EC 48916.5 requires parent/guardian consent), gang diversion program, individual counseling, family counseling, drug test, restitution, community service, other rehabilitation programs. The final approval of the rehabilitation plan shall be within the discretion of Charter School or the governing board/school of enrollment. A reinstatement/readmission meeting must be held with the student and parent/guardian to review the rehabilitation plan requirements and to determine reinstatement/readmission.

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 Hearing 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 Hearing 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 Hearing Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Hearing 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 AHP 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, if mandated by applicable legal and retirement plan requirements.

As the employer of all IVEA staff, ICEF will enroll all eligible certificated staff in State Teachers Retirement System ("STRS") and appropriate classified employees in the California Public Employees' Retirement System ("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"). 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 entrusted to handle payroll for ICEF schools. Therefore, ExED transmits ICEF payroll information to Hess and Associates, who in turn reports to LACOE. This may change in the future 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 qualifications 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 IVEA 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 the 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 monies deferred by them from their paycheck. The monies contributed will remain in the Plan.

Classified Employees

Upon initial employment by ICEF, provided that the work assignment requires at least fifty percent of an eight-hour day, an employee will automatically become a member of the Public Employees Retirement System (PERS). In addition to becoming members of PERS, all employees will be covered under the Federal Social Security System (OASDI). Employee contributions towards these retirement systems are automatically deducted from each month's salary. In each case, the District also contributes toward the

retirement system. Employees shall receive a yearly statement of contributions, interest earned, and years of service credited to their account, from the state PERS office in Sacramento.

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.

IVEA will communicate to all prospective and current parents and students that IVEA 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 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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
3855 W. Slauson Ave.
Los Angeles, CA 90043

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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
3855 W. Slauson Ave.
Los Angeles, CA 90043

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

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 pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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 calendar 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, 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 as or 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 Officer will serve as the school's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission 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-terminus 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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, and notices issued by any authorized building and safety agency. 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 shall promptly 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 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
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 \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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 \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 calendar 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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

[Charter School] (also referred to herein as “[short form of school name]” 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); Ed. Code § 220.)
- 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 as or by 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* section 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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (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 all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 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 core academic 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, upon request, 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 (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific 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 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, SSIS 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, SSIS 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, SSIS 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, SSIS 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date 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. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to 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 of 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 reasonable 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, complete, 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 governmental 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(1). 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, Office of Environmental Health and Safety, 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 (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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, officers, and representatives, 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 school site 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.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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 federal and state laws 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, Section 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:

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School's Calendar
 - r. Statistical Report – monthly according to Charter School's Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

Notwithstanding and apart from 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, if mandated by 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 6) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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 Name]
[Charter School Address]

- 7) 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 6) 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.

Unless directed otherwise 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]
[Charter School Address]

- 7) 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be

administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 10) 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.

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 pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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:

9. 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.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which 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.
13. 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.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All 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:

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

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record 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

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

Within 30 calendar 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:

10. 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.
11. 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.
12. 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.

13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. 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.
17. 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.
18. 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:

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. 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:

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

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission 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:
 - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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, and notices issued by any authorized building and safety agency. 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 shall promptly 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:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

14. Excess/Umbrella Liability 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 calendar 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)