

Ingenium Charter School



Charter School Renewal Petition
for the term

July 1, 2020
to
June 30, 2025

Submitted to Los Angeles Unified School District
September 24, 2019

Table of Contents

Table of Contents	1
Assurances, Affirmations, and Declaration	5
Element 1 – The Educational Program	7
General Information	12
1. Charter School Information	12
Community Need for Charter School	12
2. ICS’ Specific Record of Performance	12
Student Population to be Served	42
3. Target Student Population	42
4. Five Year Enrollment Plan	45
Goals and Philosophy	46
5. Mission and Vision	46
6. Characteristics of an Educated Person in the 21 st Century	48
7. How Learning Best Occurs	48
8. Annual Goals	51
9. Self-Motivated, Competent, and Lifelong Learners	63
Instructional Design	64
10. Curricular and Instruction Design	64
Curriculum and Instruction	68
11. Curriculum	68
12. Comprehensive Course List	74
13. Instructional Methods and Strategies	74
14. Student Mastery of Content and Performance Standards	82
15. Technology	82
16. Graduation Requirements	83
17. Credit Recovery	83
18. WASC	83
19. Transferability of Credits	83
Transitional Kindergarten	84
20. Transitional Kindergarten	84
Academic Calendar and Schedules	84
21. Academic Calendar	84
22. Sample Daily Schedule	85
23. Instructional Minutes	87
24. Early College Attendance	87
Professional Development	87
25. Professional Development	87
26. Recruit and Develop Qualified Teachers	101

“Restoring Joy and Meaning to Learning”

Meeting the Needs of All Students.....	102
English Learners.....	102
27. English Learners.....	102
Gifted and Talented (GATE) Students and Students Achieving Above Grade Level	114
28. Meeting the Needs of Gifted and Talented Students	114
Students Achieving Below Grade Level	115
29. Meeting the Needs of Students Achieving Below Grade Level	115
Socioeconomically Disadvantaged/Low Income Students.....	116
30. Meeting the Needs of Socioeconomically Disadvantaged/Low Income Students	116
Students with Disabilities	117
Students in Other Subgroups.....	117
31. Meeting the Needs of Foster Youth, Standard English Learners and Other Subgroups	117
“A Typical Day”	118
32. Typical Day Narrative.....	118
Element 2 – Measurable Pupil Outcomes and	120
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	120
Measurable Goals of the Education Program	120
1. Measurable Goals and Objectives of the Educational Program	120
Measurable Pupil Outcomes: Summative Assessment Performance Targets	121
Performance Targets Aligned to State Priorities	121
2. Specific Performance Targets Aligned to State Priorities	121
3. Annual Measurable Goals for Students in Grades TK-2	121
Other Performance Targets.....	121
4. All Other Measurable Goals.....	121
Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment.....	121
5. Monitor and Measure Student Progress	121
Data Analysis and Reporting.....	125
6. Plan for Collecting, Analyzing, Using and Reporting Academic and Other Data	125
Grading, Progress Reporting, and Promotion/Retention.....	127
7. Grading and Progress Reporting Systems.....	127
Element 4 – Governance	133
Governance Structure.....	136
1. Governance Structure Description.....	136
Governing Board Composition and Member Selection	145

“Restoring Joy and Meaning to Learning”

2. Composition of the Board of Trustees	145
3. Criteria and Process for Selecting the Board of Trustees	146
Governance Procedures and Operations	147
4. Board of Trustees Meetings and Procedures	147
5. Board of Trustees Decision-Making Procedures	148
Stakeholder Involvement.....	148
6. Stakeholder Involvement Plan and Process	148
Element 5 – Employee Qualifications.....	155
Employee Positions and Qualifications	155
1. Identification of all School Employee Positions.....	155
2. Job Descriptions and Minimum Qualifications.....	157
Element 6 – Health and Safety Procedures	195
1. Position to Serve as the Custodian of Records	197
2. Support Health and Wellness of Students.....	197
3. Comprehensive School Safety Plan.....	198
Element 7 – Means to Achieve Racial and Ethnic Balance	201
Court-Ordered Integration	201
1. Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance Goal.....	201
2. Describe How Plan Will Achieve and Maintain LAUSD’s Racial and Ethnic Balance Goal	203
Element 8 – Admission Requirements.....	204
Admission Requirements.....	205
1. Specific Requirements for Admission.....	205
Student Recruitment.....	206
2. Recruit Students with a History of Low Academic Performance, SED students, and SWD.....	206
Lottery Preferences and Procedures	206
3. Proposed Preferences to Admission	206
4. Public Random Drawing	207
Element 9 – Annual Financial Audits.....	209
Annual Audit Procedures	209
1. Responsible Position for Contracting with An Independent Auditor.....	210
2. Responsible Position for Working with the Independent Auditor.....	210
3. Independent Auditor is on the California State Controller’s List of Auditors	210
4. Responsible Position to Administer Process to Address Issues.....	210
5. Responsible Position to Ensure Independent Auditor Submits Completed Audit.....	210
Element 10 – Suspension and Expulsion Procedures.....	211

“Restoring Joy and Meaning to Learning”

School Climate and Student Discipline System.....	213
1. School Climate and Student Discipline System	213
In-School Suspension.....	218
2. In-School Suspension	218
Grounds for Suspension and Expulsion.....	219
3. Scope of the Charter School’s Disciplinary Jurisdiction.....	219
Suspension.....	219
4. Description of Non-Discretionary and Discretionary Suspension Offenses	219
5. Procedures for Suspension or Expulsion	223
Expulsion.....	225
6. Description of Mandatory Expellable Offenses and Discretionary Expellable Offenses	225
Out-of-School Suspension Procedures.....	230
7. Rules and Procedures for Student Suspension	230
8. Maximum Number of Suspension Days	230
9. Access to Education During the Term of Suspension	230
10. Rules for Suspension Pending Expulsion Hearing	231
Expulsion Procedures.....	231
11. Rules and Procedures for Student Expulsion.....	231
12. Rehabilitation Plans	235
Element 11 – Employee Retirement Systems	237
Certificated Staff Members	237
1. Certificated Staff Members.....	237
Classified Staff Members	237
2. Classified Staff Members.....	237
Other Staff Members	237
3. Other Staff Members.....	237
Element 12 – Public School Attendance Alternatives.....	239
1. How Parents and Students Are Informed of Public School Attendance Alternatives	239
Element 13 – Rights of District Employees.....	240
Element 14 – Mandatory Dispute Resolution.....	241
Element 15 – Charter School Closure Procedures	245
1. Charter School’s Closure Agent	252
Additional Provisions	253
Addendum	261

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Assurances, Affirmations, and Declaration

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not 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 program. (Ed. Code § 47605(c)(2).)

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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).)

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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

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- 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 of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, 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 applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA

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pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

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- 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.

General Information

1. Charter School Information

<u>GENERAL INFORMATION</u>	
The contact person for this Charter School is:	Marisa Caple, Principal
The contact address for Charter School is:	22250 Elkwood St., Canoga Park CA 91304-5501
The contact phone number for Charter School is:	(818) 456-4590
The proposed address or ZIP Code of the target community to be served by Charter School is:	91304
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	Northwest
The grade configuration of Charter School is:	TK-5
The number of students in the first year will be:	491
The grade levels for the students in the first year will be:	TK-5
Charter School's scheduled first day of instruction in 2020-21 is:	August 18, 2020
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.)	611
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, Single Track
The bell schedule for Charter School will be:	Monday-Friday: 8:00-2:35 Wednesday: 8:00-12:45
The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

Community Need for Charter School

2. ICS' Specific Record of Performance

Ingenium Charter School was designed to fill a need in the San Fernando Valley to serve students in grades TK-5 as a public charter school authorized by the Los Angeles Unified School District. Located in Canoga Park, CA, ICS is home to over 400 students from various backgrounds and experiences. ICS serves students from San Fernando Valley primarily from the following neighborhoods: Canoga Park, Winnetka, West Hills, and Panorama City. The numerically significant subgroups served by ICS from the Student Information System are currently 78.4% Latino, 7.1% White, 84.74% Socioeconomically Disadvantaged Students ("SED"), 34.6% English Learners ("EL"), and 14.6% Students with Disabilities ("SWD"). The "Restoring Joy and Meaning to Learning"

community has been served by ICS since 2010, and the student and families have found a school community that respects active family involvement, personalized education, and commitment to close the achievement gap. The most powerful draw to ICS is the educational philosophy, specifically referred to as the Ingenium Learning System (ILS), which includes tools and processes that enable students to take ownership over their learning and their lives. Visitors to the campus are struck at the extent to which the students take responsibility for their learning. Students use tools and methods such as capacity matrices, flow charts, GANTT charts, Pareto charts, and run charts that are common in the 21st century workplace.

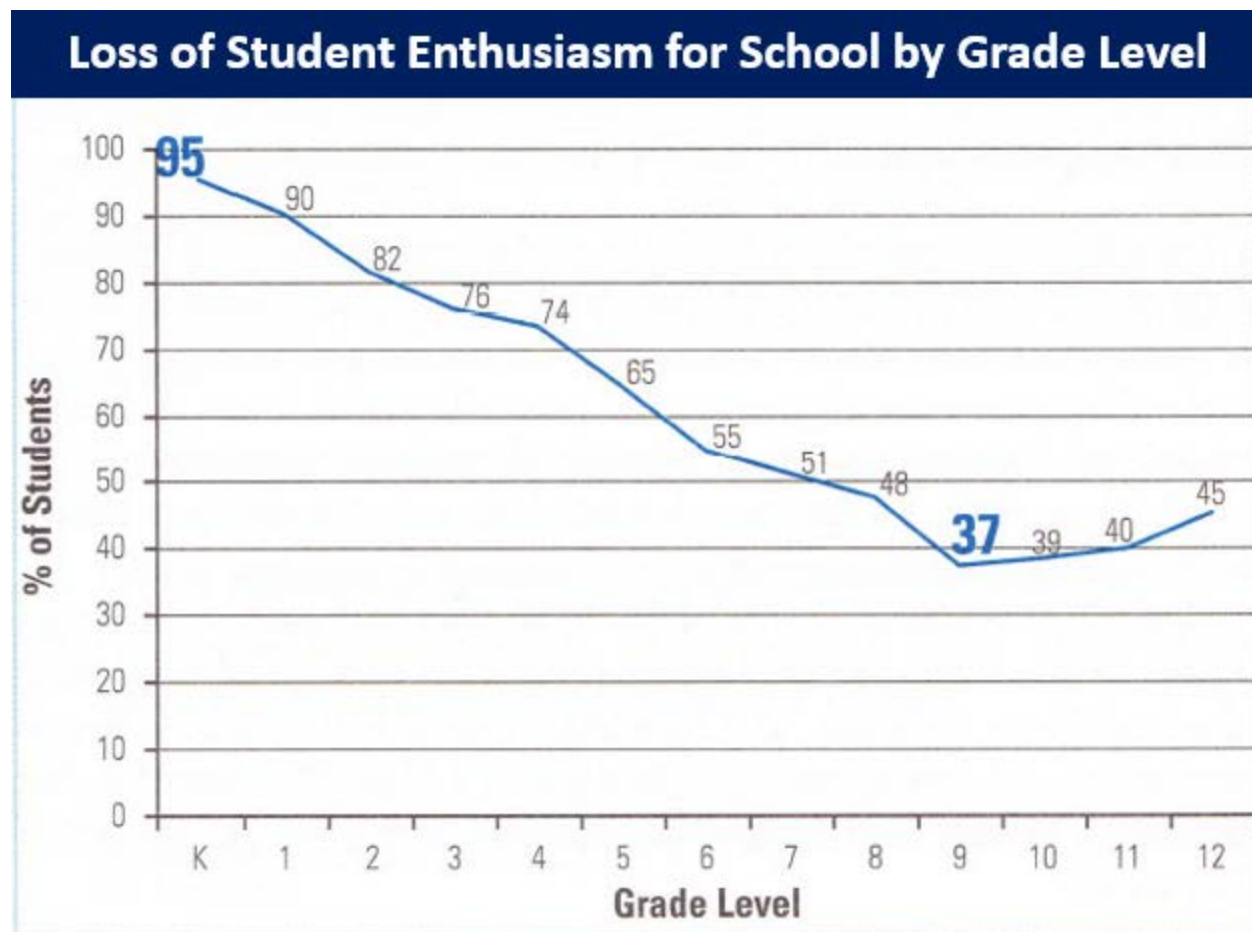
Another need in the community is a school that welcomes students who are achieving below grade level and creates a positive learning environment for students to improve. The ILS ignites students' innate love of learning, which can be suppressed by overemphasis on extrinsic rewards and punishments as well as a misunderstanding of the purpose of testing. ICS believes that mastery of State Standards can be achieved through the creation and application of learning experiences that create joy and meaning in every student. In addition, the use of the ILS tools makes the classroom environment less intimidating for students who are achieving below grade level because students are confident that they can navigate through learning experiences on their own without being worried about others perceiving their lack of understanding. ICS has become a safe space for students to take ownership of their learning.

ICS' students have access to the California State Standards including but not limited to, the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards (hereinafter collectively referred to as the "State Standards"). ICS meets students at their learning levels and brings them up to their grade level over time. ICS assesses all students at the beginning of the year using a diagnostic assessment. Additional internal assessments are used to assess incoming students to better understand needs that must be addressed. Teachers develop strategic plans to help ensure that all students will have sufficient academic support to close or lessen academic gaps by the time students reach grade 5.

Michael Fullan's¹ research on student enthusiasm documents that students lose interest in learning the longer they are in school (see graph below). ICS' mission to restore joy and meaning to learning is a direct response to this trend, which is as prevalent in the San Fernando Valley as elsewhere. Profound Learning Experiences, quality learning tools (see the educational program description below), and other elements of the ILS are effective at reversing this decline in interest.

¹ Fullan, M. (2013). *Stratosphere: Integrating technology, pedagogy, and change knowledge*. Don Mills, Ont: Pearson.

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Chart 1.1: Michael Fullan's Research on Loss of Student Enthusiasm

From *Stratosphere* (2013) by Michael Fullan (p.29)

21st century skills require creative problem-solving. ICS focuses on learning through Profound Learning Experiences (“PLE”) (see innovative curriculum elements below), rather than traditional lecture or “drill-and-kill” practices. This focus on PLE results in students who approach problems in the positive, creative ways that employers are demanding. Furthermore, the use of PLEs in the classroom provides students the opportunity to develop challenging and time-relevant projects that not only increase their mastery but also directly connect the purpose of their learning to today’s context, thus making learning more meaningful each and every day.

ICS serves a diverse community and works to engage parents in meaningful ways. At many schools, parent involvement tends to be mainly student-centered and/or school-based. For parents whose personal and family circumstances afford them confidence and comfort to involve themselves in these activities, student-centered opportunities can be quite engaging. However, for parents whose circumstances may be less than optimal, the activities of daily living may be so compelling that finding time to attend meetings, conferences, or volunteering can seem impossible.

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ICS works to develop trust and mutual respect with parents by providing authentic parent-centered engagement programs. ICS utilizes various methods to collect feedback (surveys, focus groups, interviews) from parents to provide meaningful programs and support to parents. ICS supports the community it serves by partnering with community members. For example, ICS partners with local businesses that contribute their time during the annual Career Day, traditionally held in the Fall. Career Day partners include local gyms, medical and dental offices, and fire and police departments. ICS also partners with families who would like to participate in Career Day. The aim is to expose students to possible career options while strengthening community businesses by becoming a bridge to our students and families.

Families at ICS continue to feel that their needs are being met both in regard to their child's needs as well as the family support they receive. ICS prides itself on providing students a safe, happy, and learning rich environment.

The Charter Schools Act sets forth minimum statutory criteria for renewal in Education Code Section 47607(b) and 52052(f). In regard to the criteria for renewal, ICS has achieved the following success which determines that it has met the required renewal eligibility (Section 47607):

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(Section 52052(f):

"For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

The Charter School Division ("CSD") has noted that it "will continue to utilize renewal eligibility criterion 4: The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school." Every Spring, students at ICS in grades 3-5 participate in the California *"Restoring Joy and Meaning to Learning"*

Assessment of Student Performance and Progress (“CAASPP”) and take an assessment called the Smarter Balanced Assessment Consortium (“SBAC”). As delineated herein, the academic performance of ICS students as indicated on the Spring 2019 SBAC is equal to, and in some cases higher than, the level of academic performance of the Resident Schools Median (public schools that the Charter School students would otherwise attend). In 2019, on the English Language Arts (“ELA”) SBAC, the numerically significant subgroup of EL scored higher than the resident schools median. The Overall score was less than 1% (0.91%) lower than the resident schools median. In 2019, on the Mathematics (“Math”) SBAC, the Overall and numerically significant subgroups of EL and Latino (Latino, SED, EL, SWD) data shows that ICS’ students are performing at a higher level than the Resident Schools Median. The numerically significant subgroup of SED scored nearly the same as the resident schools median by scoring only 0.08% lower.

Understanding the needs of this community has allowed ICS to create an action plan that will allow all students to achieve academically, social emotionally, and personally. Regardless of ethnicity, learning styles and abilities, language, or diagnosis, ICS students are provided with a rigorous, standards-aligned education. The action plan and the Local Control Accountability Plan (“LCAP”) discussed in Element 1, Section 8, Table 1.4 will lead ICS through the term of this Charter.

Table 1.1: Action Plan for Continued ICS Success

Goal 1: Students from significant subgroups will increase their scores on the ELA SBAC by 2% annually.					
<i>Action</i>	<i>Responsible Party</i>	<i>Training/Professional Development</i>	<i>Assessment Tool</i>	<i>Time-line</i>	<i>Evidence</i>
Provide Tier 2 RtI to low performing students	Principal & Assistant Principal	Intervention strategies iReady Assessments Fountain & Pinnell reading benchmarks	RtI logs iReady Assessment Reading benchmark reports Curriculum assessments	On-going	Report Cards RtI reports within weekly PLC meetings and quarterly all-staff updates
Progress Monitoring in Professional Learning Communities (PLC)	Teachers Principal	Training on Progress Monitoring	Student work samples Agendas	Once a semester	Meeting minutes Work feedback
Train staff on new, aligned ELA curricular resources	Teachers Principal	Training on how to use curricular resource support guides during PLC times External trainers for Units of Study, Fountas & Pinnell and Academic Vocabulary toolkit resources Lab Classroom PD days around Writing Workshop and Reading Workshop structures	Semester assessments Informal observation	Annually	Feedback Staff reflection
Address needs and instruction of students with Dyslexia	Principal Teachers Special Ed Teachers	PD on Dyslexia training Dyslexia program training	Meeting sign in sheets	Daily	Fountain & Pinnell Report Dyslexia program report
Offer targeted tutoring	Teachers Director of Curriculum	CAASPP IAB training	IAB results	On-going	IAB results Assessment reports

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Enhance classroom libraries	Grade level teams	Information on leveled readers	Reading lists	Beginning of school year	Library inventory lists
Continue use of Writers' Workshop	Teachers Intervention Specialists	Writers' Workshop training	Writing rubrics	Quarterly	Student work samples
Work with teachers on reading and analyzing internal data	Principal	Train teachers on reading and analyzing internal data	Data reports - iReady ELA diagnostic results (quarterly) - F&P benchmark assessments (Q1 and Q4) - Common Assessment results from Units of Study in Teaching Reading (TK-5) and F&P Phonics System (TK-3) - ongoing - ESGI phonics assessments (Q1 and Q4 at minimum) (TK-1) - ELA Interim Assessment Blocks (IABs)- late Fall & early Spring (3-5)	On-going	Data narratives Reflections Assessment results
Align assessments to long range plans	Principal	Review long range planning	Comparison of planning and assessments	Annually	Standard mastery report
Goal 2: Students from significant subgroups will increase their scores on the SBAC Math by 2% annually.					
<i>Action</i>	<i>Responsible Party</i>	<i>Training/Professional Development</i>	<i>Assessment Tool</i>	<i>Time-line</i>	<i>Evidence</i>
Provide Tier 2 RtI to low performing students	Principal Intervention	Intervention strategies Math Intervention program	RtI logs iReady assessments	On-going	Assessment reports RtI reports

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	Coordinator				
Differentiate instruction	Teachers	Continued PD on Differentiation in the Classroom	Formal Observation Informal Observation Assessments Behavior Reports	On-going	Report cards Teacher reflection
"Mathematical Proficiency" use	Teacher Leaders	Training and collaboration with High Tech High's Math Agency Improvement Consortium	Meeting Agendas	On-going	Meeting notes Training notes
Progress Monitoring in PLCs	Teachers	Training on Progress Monitoring	Student work samples Agendas	Prior to start of school year	Meeting minutes Work feedback
Train staff on new math curricular resources (Eureka Math)	Teachers Principal	Initial training on launching Eureka Math at Institute How to use support guide and online resources during PLC meetings	Semester assessments Informal observation	Annually	Feedback Staff reflection
Defining Essential Learning Standards	Teachers	Collaboration time to define essential learning standards by grade level and by year	Meeting minutes	EOY 2019	Essential Learning Standards in Curricular Map
Peer to Peer Observations	Principal Teacher	Observe grade level below and above to see whole picture of standard scaffolding	Calendar Schedule	On-going	Teacher reflections
Implement assessment schedule	Principal Teacher	Time allotted to determine and calendar assessment schedule	Calendar	Beginning of school year	Calendar
Offer targeted tutoring	Teachers Director of Curriculum	CAASPP IAB training	IAB results	On-going	IAB results Assessment reports

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Align assessments to long range plans	Principal	Review long range planning	Comparison of planning and assessments -iReady Math diagnostic (quarterly) -Eureka Math common assessments (mid-module and end of module assessment results for all grade levels)	Annually	Standard mastery report
Work with teachers on reading data	Principal	Train teachers on creating and reading of data	Data reports	On-going	Data narratives Reflections Testing results
Goal 3: There will be a 4% increase to the number of EL students reclassified annually.					
<i>Action</i>	<i>Responsible Party</i>	<i>Training/Professional Development</i>	<i>Assessment Tool</i>	<i>Time-line</i>	<i>Evidence</i>
Designate specific ELD instruction time	Administration	Set schedule for ELD instruction	Daily schedule	Daily	Daily schedule Instructional minutes
Creation of ELPAC type tasks	ELD Coordinator	Training on ELPAC type tasks	ELPAC results	Prior to start of school year	List of trainings ELPAC task list
Measure the implementation of GLAD strategies	ELD Coordinator	GLAD strategies training	Classroom observations	On-going	Observation reports
Increase teacher support for creating and implementing ELD aligned lessons	ELD Coordinator	ELD standards/framework training	Lesson plans	On-going	ELPAC results
Identification of LTELs and At-risk LTELs	ELD Coordinator	Training on LTEL criteria	ELPAC results	Beginning of school year	CALPADs

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Goal 4: Staff training will consistently reflect school wide goals as defined in the Local Control Accountability Plan, the Strategic Plan, and the Ingenium Charter School Action Plan.					
<i>Action</i>	<i>Responsible Party</i>	<i>Training/Professional Development</i>	<i>Assessment Tool</i>	<i>Time-line</i>	<i>Evidence</i>
Survey stakeholders regarding school wide goal	Principal	Create surveys specific to each stakeholder group	Survey tools Excel	Annu-ally	Board report Final LCAP PD calendar
Create staff PD task force	Principal	Determine staff/teacher PD preferences and priorities	Survey tools Meeting notes	Annu-ally	Meeting summaries PD calendar
EOY staff survey	Principal	Create and administer staff survey on PD	Survey tools	EOY	Survey report
Create yearlong PD calendar	Principal Director of Curriculum	Review calendar prior to start of school year	Discussion	Back to School PD	Summary of discussion
Extract goal information from all school reports	Principal PD Task Force	Review all relevant plans to find alignment	Notes Charts	Annu-ally	Accepted PD Calendar
Set goals reflecting annual PD focus	Principal Teachers	Review PD focus as determined by staff reflections and surveys Review LCFF goals	Notes	Annu-ally	PD Calendar
Train staff on various assessment platforms	Principal Assistant Principal	CAASP training iReady training Fountas & Pinnell training	Sign in sheet Assessment creation	On-going	Reflection Assessment reports/res ults
Goal 5: School Leadership will develop and maintain an internal oversight team made up of administrators and teachers whose objective is to monitor internal processes and internal data collection.					
<i>Action</i>	<i>Responsible Party</i>	<i>Training/Professional Development</i>	<i>Assessment Tool</i>	<i>Time-line</i>	<i>Evidence</i>
Create team of school leadership and teachers	Executive Director	Training on areas needing improvement	LAUSD oversight report WASC report Internal reports	Begin-ning of school year	Agenda Sign in sheet
Review of completed mandated training certificates	Internal Oversight Team	Knowledge of mandated training	Assigned training reports	First 30 days of school	Completed certificates

Update ESSA grid	Human Resources	ESSA grid requirements	ESSA Grid	On-going	Completed ESSA Grid
Create data table	Internal Oversight Team	Review of subgroups and internal assessments	Demographic reports List of assessments by grade	On-going	Updated data table
Oversee tutoring	Principal	Knowledge and review of lowest performing students	Internal assessment reports	On-going	Tutoring attendance sheets
Scheduled PLC meetings	Principal	Meet with grade levels to calendar regular PLC meetings to review data	Internal assessment dates Calendar	On-going	Schedule Sign in sheet
Share data with ELAC & SSC	Principal	Train parent groups on data criteria and vocabulary	Meeting schedules	Once a semester	ELAC/SSC agenda

ICS will continue to address the needs of the community by fulfilling the intent of the Charter Schools Act as well as the District's mission, vision and strategic goals. ICS is addressing the intent of the Charter Schools Act by providing daily intervention, weekly art, music and physical education, feedback related grading, transportation for numerous families, designated and integrated English Language Development ("ELD"), social emotional learning through Caring Schools Community, after-school Expanded Learning Program, and a rich learning environment focused on the State Standards. ICS increased learning opportunities for all students focusing on student-centered classroom by incorporating 21st Century Skills through the use of the SCOPE model, Student-Aim Setting, Plan-Do-Study-Act, Capacity Matrices, use of Processes and Flow Charts and Profound Learning Experiences. ICS utilizes different and innovative teaching methods which are part of the ILS to include focus on the Purpose for Learning, Assessment, Culture and Classroom, Instruction, and Professionalism and Development. ICS creates new professional opportunities through an in-depth and systematic professional learning system and shared decision making. Parents and guardians (hereinafter collectively referred to as "parents") and students are provided with an expanded choice for public schools in the West San Fernando Valley. Parents are actively involved in the Charter School through opportunities to serve on committees, volunteer in the classroom, support their child(ren) through attending events, conferences and helping with homework, and playing a role in the decision-making processes through committees or survey completion. As evidenced by Table 1.1, this Element and the LCFF Table, ICS and the Ingenium Schools Board holds ICS accountable for meeting measurable pupil outcomes through performance-based accountability systems. As a whole, ICS is providing rigorous competition to Resident Schools which provides a healthy competition and improved instruction in both traditional public and charter public schools.

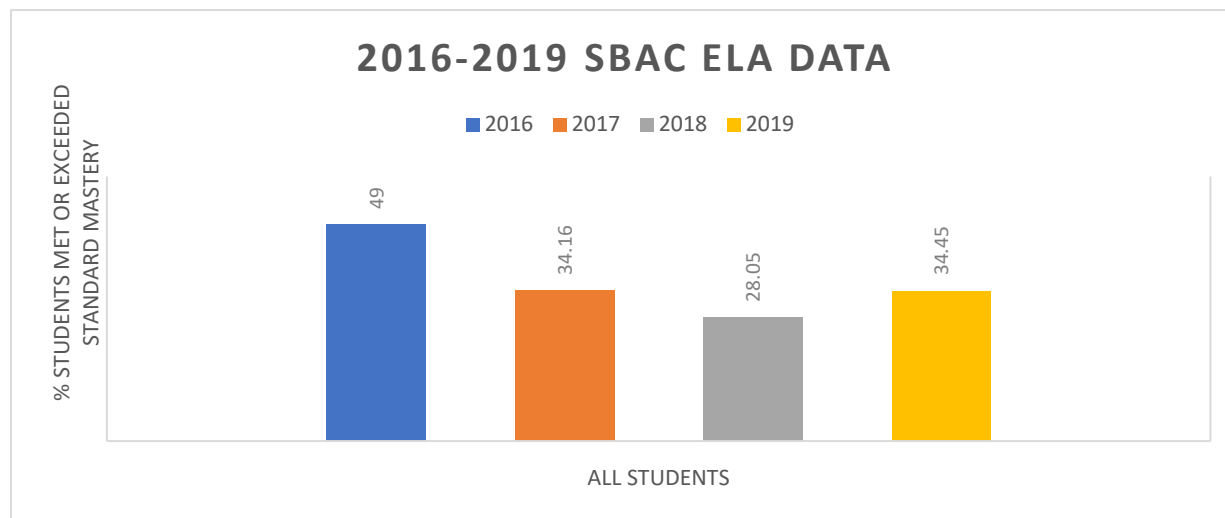
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The District's mission is to embrace the "diversity to educate L.A.'s youth, ensure academic achievement and empower tomorrow's leaders." ICS is serving a majority of Latino students and SED as well as a large percentage of EL and SWD. ICS is committed to a growth model of academic achievement to close the gap during the elementary school years. ICS also includes a strong focus on personal responsibility which empowers students to become tomorrow's leaders. The focus on closing the achievement gap and supporting the social emotional health of students will ensure academic achievement discussed in the District's mission. The District's vision is to "be a progressive global leader in education" by "providing a dynamic and inspiring learning experience where all students graduate for success." The vision of ICS is that we trailblaze a learner-centered approach that ensures engagement and mastery, monitor results to continually improve systems, and empower learners to be global learners. The visions are symbiotic in the belief that the organizations will be global leaders in education. The learner-centered approach through the ILS system will create engaged global learners who will support the community through restored joy and meaning to learning.

ICS has worked diligently to create a learner-centered approach which is showing individual student growth which is closing the achievement gap. The Charter School has examined the performance over the term of the charter petition. The Charter Schools Division ("CSD") has provided meaningful feedback to the Charter School in the four areas of oversight. In the four years of oversight, ICS has rated 3 or Proficient in three of the four years of oversight in Governance; rated 2 or Developing in three of the four years of oversight in Student Achievement and Educational Performance; rated 3 or Proficient in three of the four year of oversight in Organizational Management, Programs, and Operations; and, rated 3 or Proficient in three of the four years of oversight in Fiscal Operations. These ratings indicate that ICS is arguably Proficient in Governance, Organizational Management, Programs, and Operations, and Fiscal Operations and Developing in Student Achievement and Educational Performance. Through reflection, ICS has established procedures and routines to ensure future oversight ratings of Proficient. The growth indicated on the 2019 SBAC scores indicate that growth is being realized.

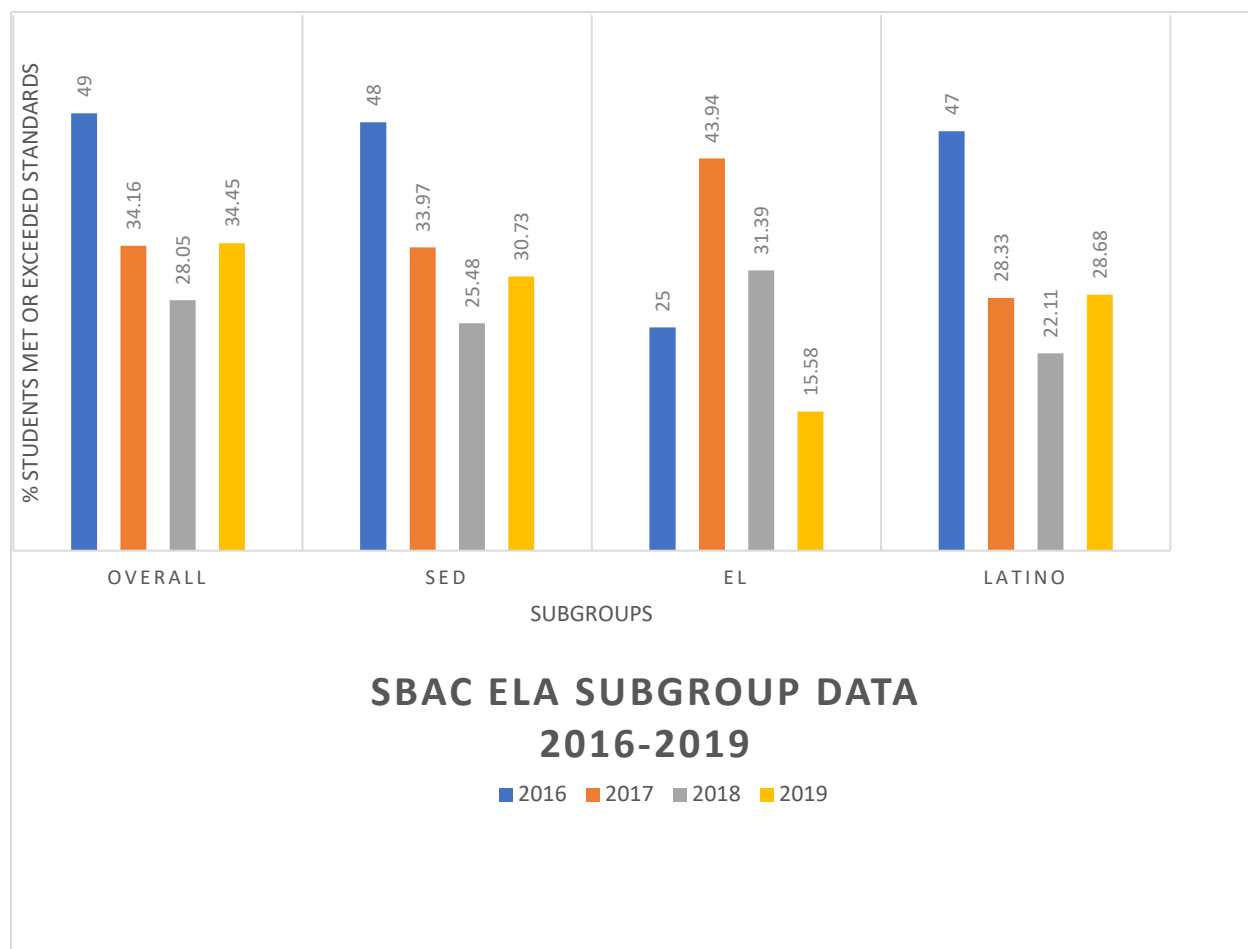
ELA Achievement Data

Analyzing data allows the Charter School to monitor both student growth and achievement. Overall SBAC ELA scores show a high score of 49% of students scoring at the Standard Met or Exceeded level in 2016. In 2017, ELA SBAC scores dropped to 34.16%. In 2018, ICS experienced another decrease to 28.05%, but in 2019, scores increased to 34.45%.

Chart 1.2: SBAC ELA Data for ICS 2016-2019 from LAUSD Data Set

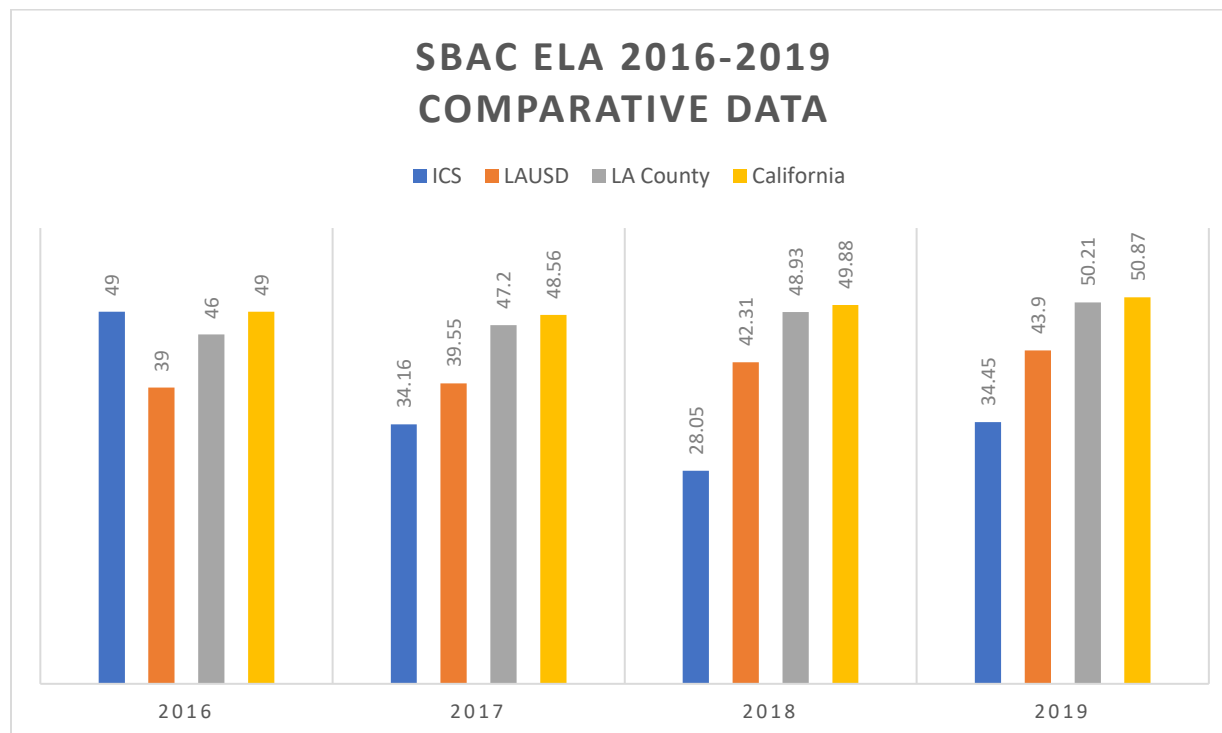
Reviewing subgroup data allows staff and administrators to evaluate the academic programming and to identify content areas or student groups that may need additional support or interventions. The comparative subgroup scores show both increases and decreases in subgroup performances. SED students scored 48% at the Standard Met or Exceeded level in 2016, decreasing to 33.97% in 2017. In 2018, scores for this subgroup decreased to 25.48%, but rose again to a 2019 score of 30.73%. EL students scored 25% in 2016 at the Standard Met or Exceeded level, 43.94% in 2017, but decreased their score to 31.39% in 2018, and saw another decrease in 2019 to 15.58%. In 2016, Latino students scored 47% at the Standard Met or Exceeded level and a score of 28.33% in 2017. In 2018, 22.11% scored at the Standard Met or Exceeded level, but in 2019 scores increased to 28.68%.

Chart 1.3: SBAC ELA Subgroup Data for ICS 2016-2019 from LAUSD Data Set



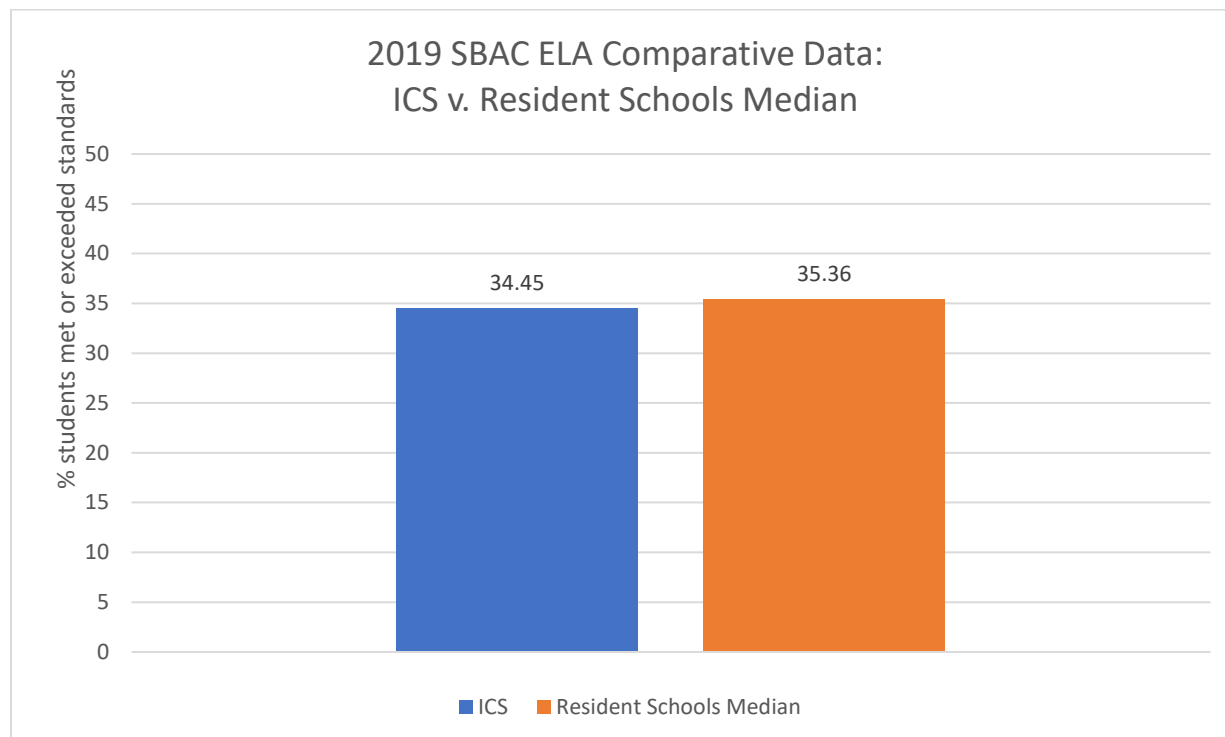
In reviewing comparative data between ICS, LAUSD, Los Angeles County, and California for the SBAC ELA for the years 2016-2019 indicated that ICS needed to accelerate growth. In 2016, ICS had 49% students scoring Standard Met or Exceeded level, LAUSD had a score of 39%, Los Angeles County had a score of 46%, and California had a score of 49%. In 2017, ICS decreased to 34.16% of students scoring Standard Met or Exceeded level, LAUSD did not show growth with 39.55%, and Los Angeles County and California also did not show growth with their 2016 scores. In 2018, ICS scored 28.05% of students scoring Standard Met or Exceeded level, LAUSD scored 42.31%, Los Angeles County scored 48.33%, and California had a score of 49.88%. In 2019, ICS increased to 34.45% of students scoring Standard Met or Exceeded Level. LAUSD increase to 43.90%, Los Angeles County increased to 50.21%, and California increased to 50.87%.

Chart 1.4: SBAC ELA Comparative Data for ICS, LAUSD, LACOE and California 2016-2018 from <https://caaspp.cde.ca.gov/>



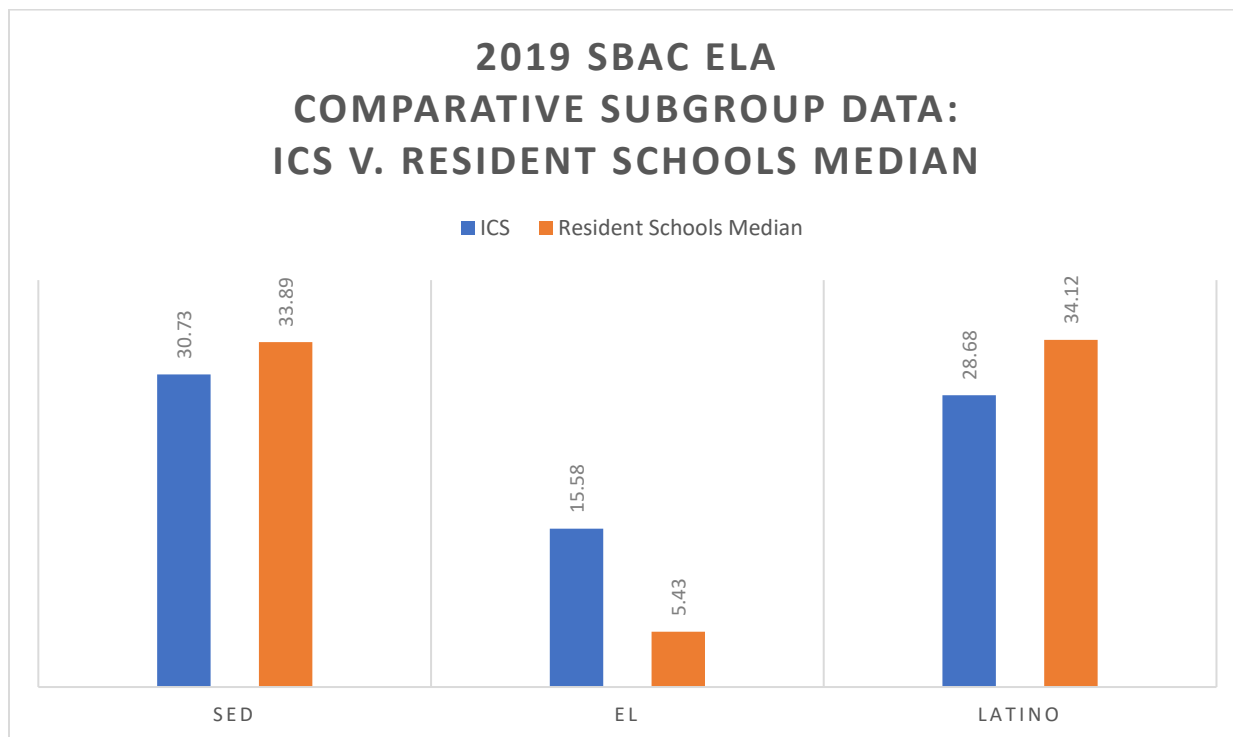
Many students attending ICS live in neighborhoods outside of Canoga Park. Using information provided by LAUSD, resident schools, or schools from where our students originate, had a median score of 35.36%, whereas ICS has a score of 34.45%. Therefore, there is clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend.

Chart 1.5: 2019 SBAC ELA Comparative Data for ICS and Resident Schools Median from LAUSD Data Set



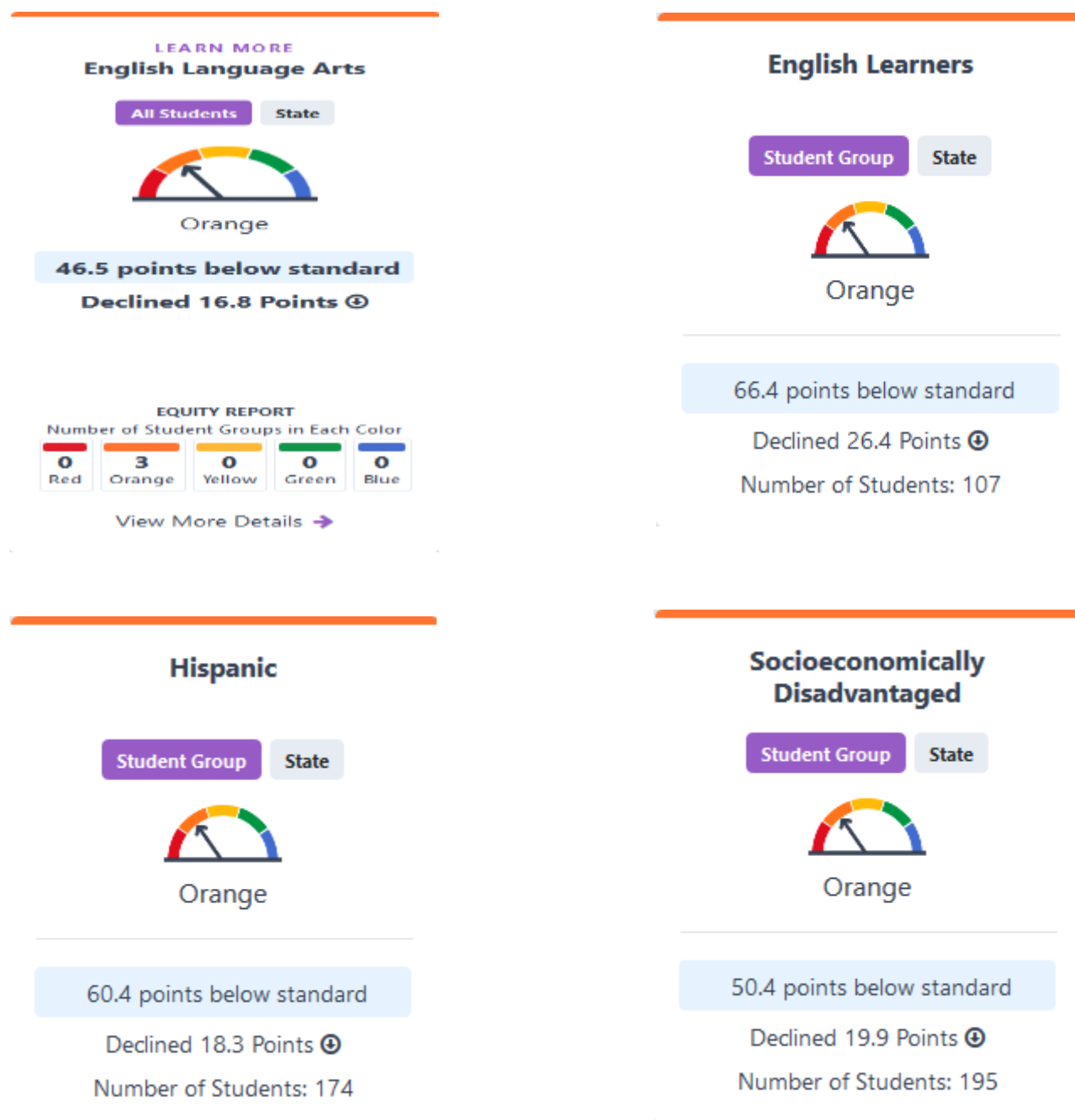
Comparing numerically significant subgroup data between ICS and the Resident Schools Median on the 2019 ELA SBAC indicate strengths for ICS and some strong similarities between ICS and the Resident Schools Median. SED students from ICS showed that 30.73% of students scored Standard Met or Exceeded level on the 2019 ELA SBAC. Resident schools had a median score of 33.89% which is similar. ICS' EL students received 15.58% of students scoring Standard Met or Exceeded level, which is nearly triple the resident median score of 5.43%. Latino students at ICS scored 28.68% compared to the resident median score of 34.12%.

Chart 1.6: 2019 SBAC ELA Comparative Data for ICS and Resident Schools Median by Subgroups from LAUSD Data Set



According to the California School Dashboard 2018, the SBAC ELA scores declined by 16.8 points, putting students 46.5 points away from proficiency. EL declined by 26.4 points, putting them 66.4 points below standard. Latino students declined by 18.3 points, 60.4 points below standard. SED students declined by 19.9 points, placing them 50.4 points below standard. The review of these results were the impetus for change during the 2018-2019 school year. ICS is looking forward to seeing the growth on the 2019 California School Dashboard which will indicate improvement as noted by the 2019 SBAC scores.

Chart 1.7: Snapshots for ICS on the 2018 California School Dashboard from <https://www.caschooldashboard.org/reports/19647330121137/2018>

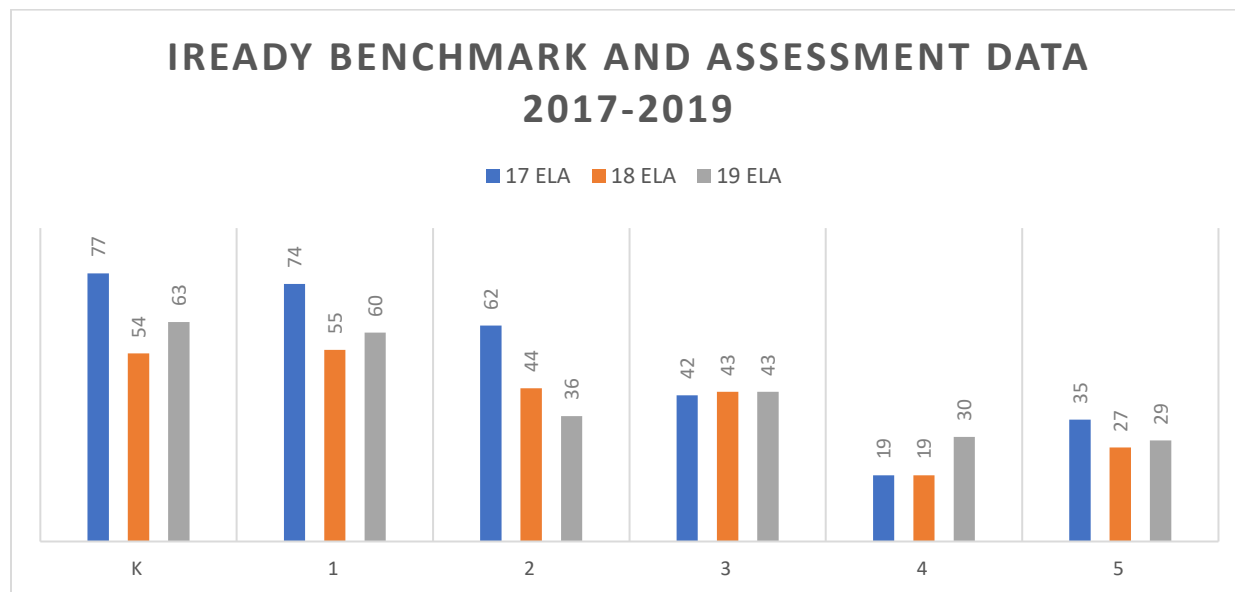


ICS currently uses iReady for its internal benchmark and assessment monitoring. In 2017, 77% of Kindergarten students showed proficiency in ELA. The following year had 54% of Kindergartners proficient in ELA, and in 2019, the Kindergarten score increased by 9% to 63%. Students in 1st grade had a proficiency rate of 74% in 2017, 55% in 2018, and in 2019 60% of 1st graders were proficient in ELA according to the iReady assessments. In 2017, 62% of 2nd graders were proficient in ELA, in 2018 that number decreased to 44%, and in 2019,

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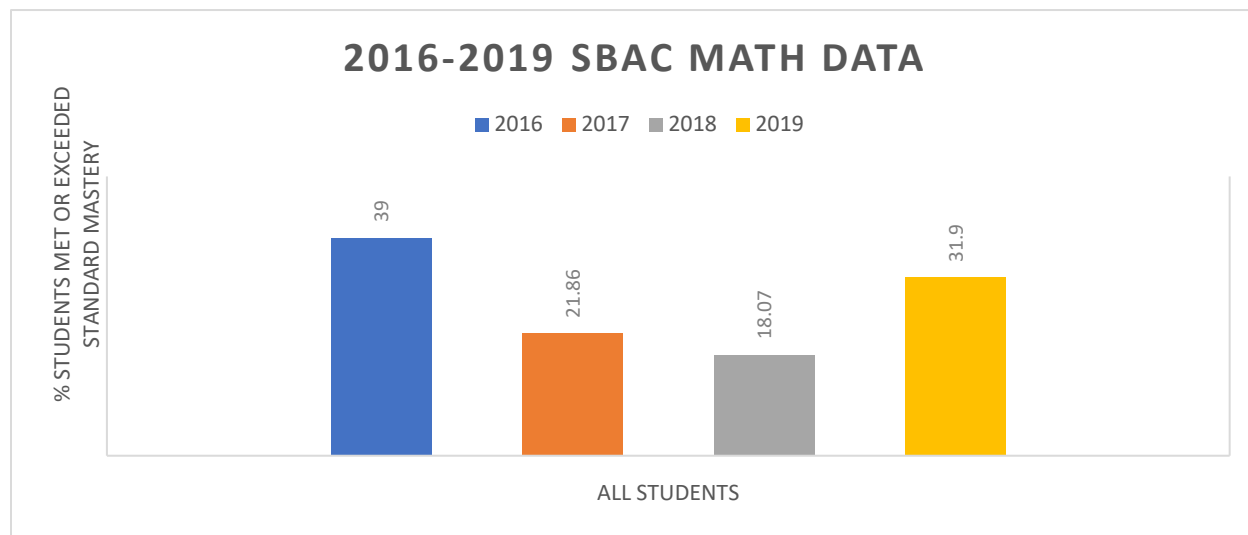
36% of 2nd graders were proficient in ELA. From 2017-2019, 3rd graders stayed about the same, from 42% to 43% proficient. In 2017, 19% of 4th graders were proficient in ELA, remaining flat in 2018, and increased scores in 2019 by 11% to 30%. In 2017, 35% of 5th graders scored proficient. In 2018, 27% scored proficient, and in 2019, 29% were proficient.

Chart 1.8: iReady Benchmark and Assessment Data for ICS 2017-2019 from iReady Reports



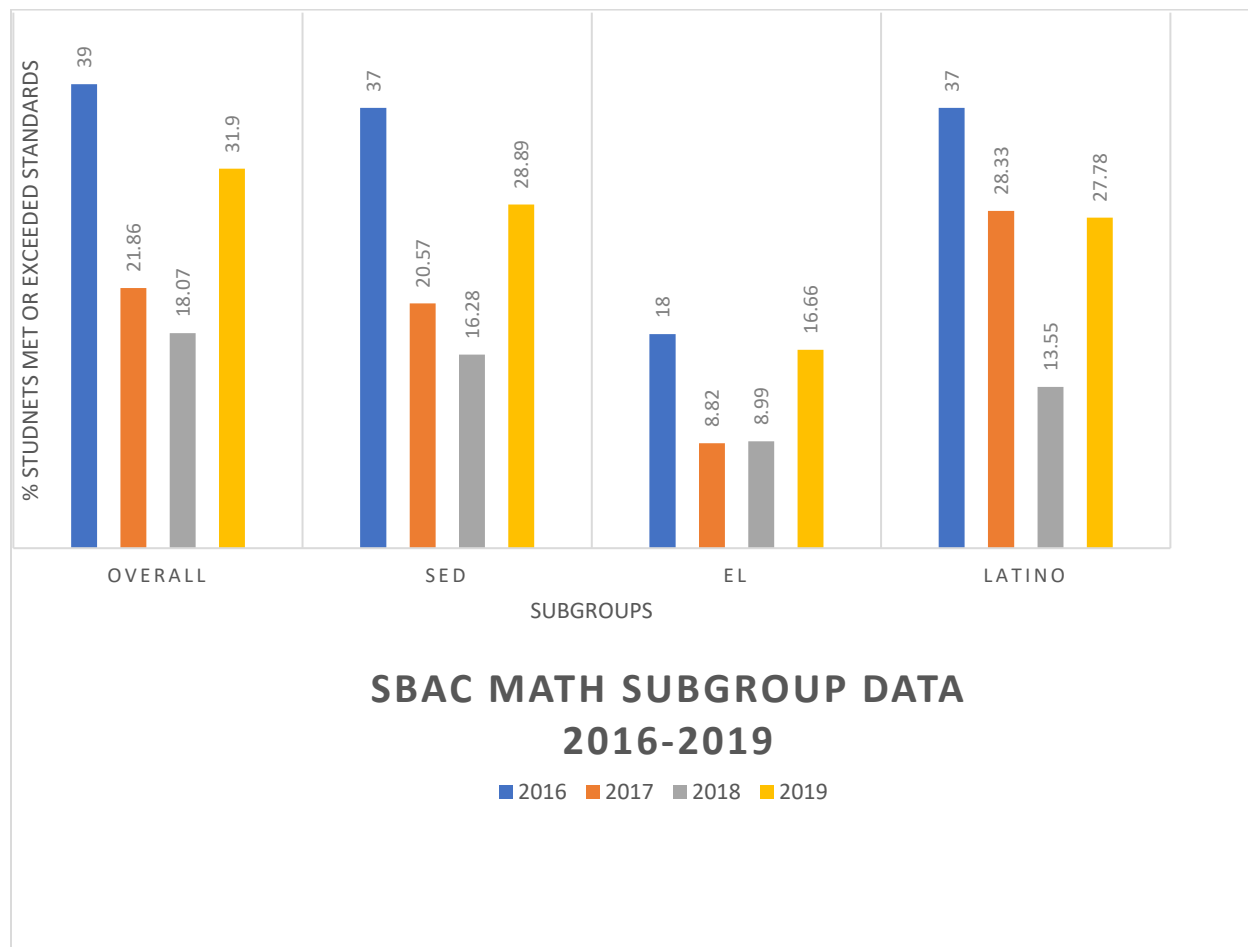
Math Achievement Data

The 2019 SBAC Math scores showed a similar level of growth in 2019 to the SBAC ELA scores after decreases in years 2016-2018. The strategies and actions utilized at ICS in 2018-2019 show that ICS has the capacity to compete with the Resident Schools in the area. In 2016, 39% of ICS students scored Standard Met or Exceeded level. The following year, 2017, there was a decrease to 21.86%. In 2018, 18.07% of students scored Standard Met or Exceeded level. An increase in 2019 showed that 31.90% of students scored Standard Met or Exceeded level.

Chart 1.9: SBAC Math Data for ICS 2016-2019 from LAUSD Data Set

According to subgroup data, most groups saw increases in 2019 over 2018 scores. Looking at data from the past four years, 2016 and 2019 have the most similarities. In 2016, 37% of SED students scored Standard Met or Exceeded level and in 2017, 20.57% scored Standard Met or Exceeded level. In 2018, 16.28% of SED students scored scoring Standard Met or Exceeded and in 2019, 28.89% scored Standard Met or Exceeded level. With regard to EL, in 2016, 18% scored Standard Met or Exceeded level. In 2017 and 2018, scores stayed the same at 8.9%. Yet, there was growth in 2019 when 16.66% of EL scored Standard Met or Exceeded level. In 2016, 37% of Latino students scored Standard Met or Exceeded level. In 2017, 28.33% of Latino students scored Standard Met or Exceeded level, while in 2018 13.55% scored Standard Met or Exceeded level. In 2019, scores increased to an impressive 27.78%.

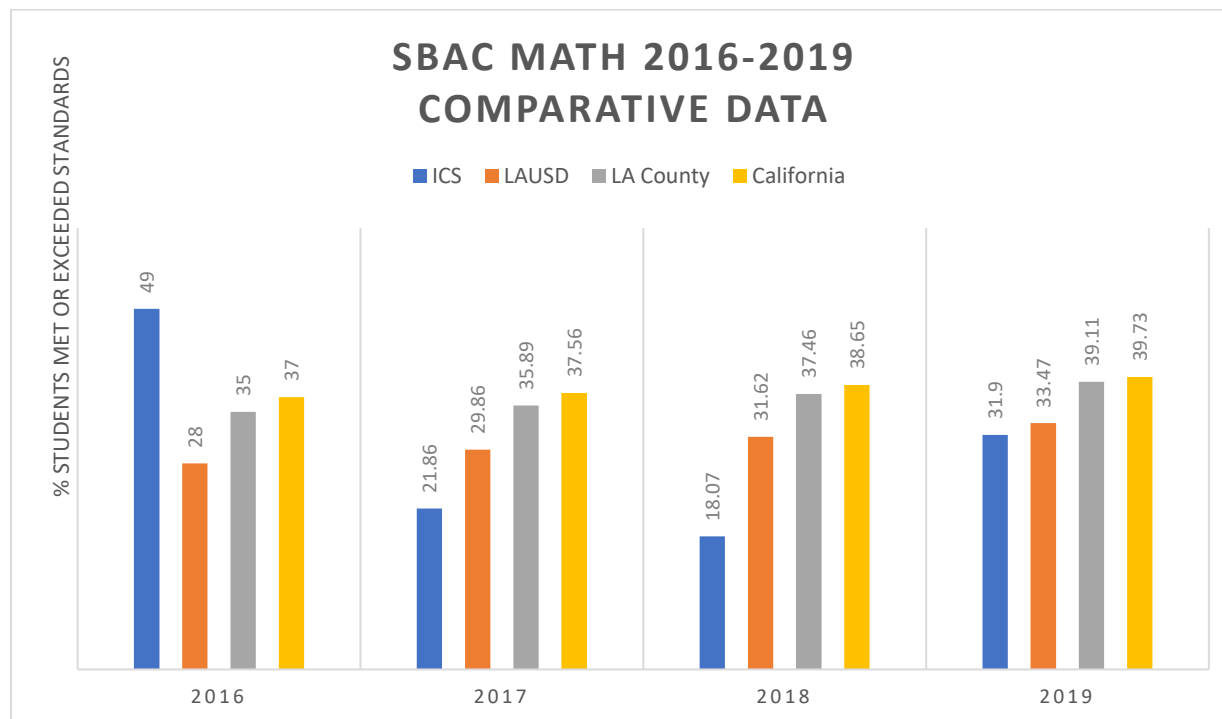
Chart 1.10: SBAC Math Subgroup Data for ICS 2016-2019 from LAUSD Data Set



In comparison of ICS, LAUSD, Los Angeles County, and California, the similarity of growth in SBAC ELA and SBAC Math in 2019 is evident. Surprisingly though, ICS scored only 1.57% less than LAUSD in SBAC Math in 2019. In 2016, ICS had an Overall score on the SBAC Math of 49% of students scoring Standard Met or Exceeded level, LAUSD had a score of 28%, Los Angeles County had a score of 35%, and California had a score of 37%. In 2017, ICS scored 21.86% of students at Standard Met or Exceeded level, LAUSD scored 35.89%, Los Angeles County had a score of 35.89%, and California had a score of 37.56%. In 2018, 18.07% of ICS students scored Standard Met or Exceeded level, 31.62% of LAUSD students scored Standard Met or Exceeded level, 37.46% of Los Angeles County students scored Standard Met or Exceeded level, and 38.65% of California scored Standard Met or Exceeded level. In 2019, 31.90% of ICS students scored Standard Met or Exceeded level, 33.47% of LAUSD students scored Standard Met or Exceeded level, 39.11% of Los Angeles County students scored Standard Met or Exceeded level, and 39.73% of California scored Standard Met or Exceeded level.

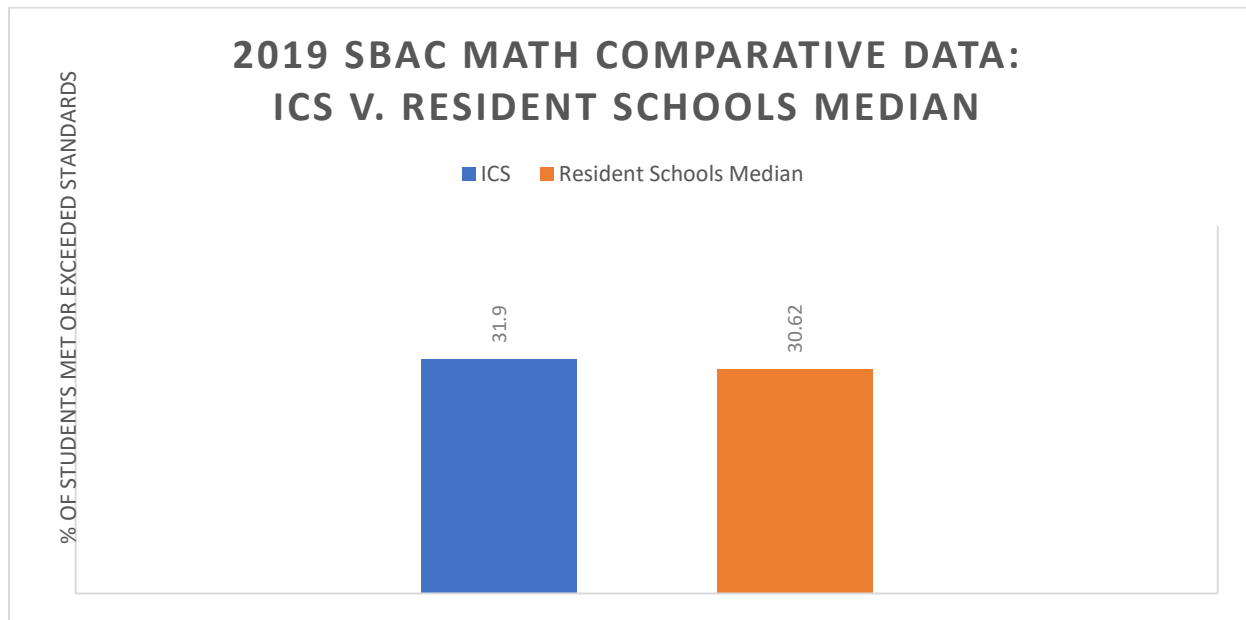
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Chart 1.11: SBAC Math Comparative Data for ICS, LAUSD, LACOE and California 2016-2019 from <https://caaspp.cde.ca.gov/>



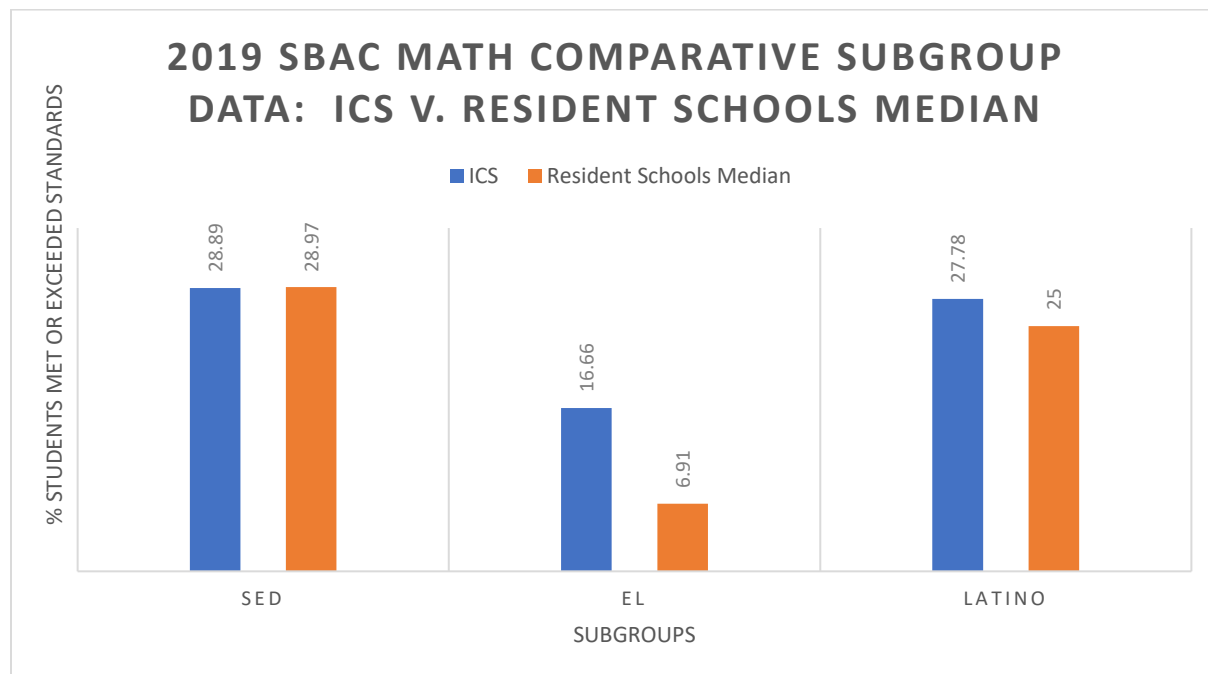
Furthermore, comparing the 2019 SBAC Math scores between ICS and the Resident Schools Median shows that there is clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend. In fact, the 2019 SBAC Math scores show that overall, ICS outperformed the Resident Schools. The 2019 SBAC Math shows that 31.90% of ICS students scored Standard Met or Exceeded level. The median rate of resident scores shows that 30.62% scored Standard Met or Exceeded level. ICS had an increase of 13.83% compared to the resident school median decrease of 0.63% between year 2018 and 2019. ICS outperformed the Resident Schools Median by 1.28%.

Chart 1.12: 2019 SBAC Math Comparative Data for ICS and Resident Schools Median from LAUSD Data Set



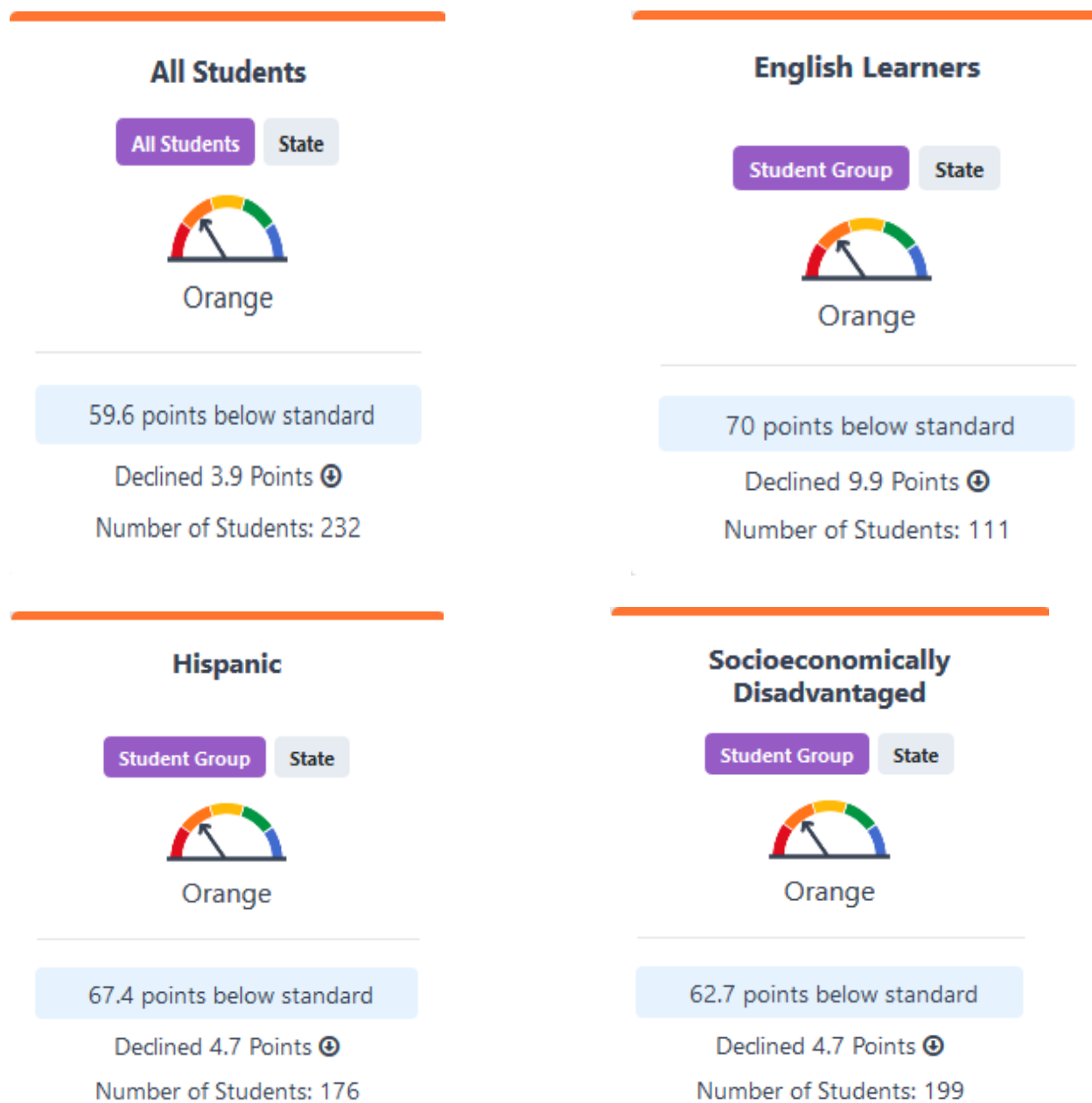
Reviewing the numerically significant subgroup data of the Resident Schools Median of the 2019 SBAC Math highlights the achievement of ICS students. ICS' numerically significant subgroups of EL and Latino students showed greater academic achievement than the median rate of resident schools. ICS' SED students scored 28.89% Standard Met or Exceeded level, compared to the resident school median of 28.97%. ICS' EL scored 16.66% Standard Met or Exceeded level while resident school students had a median rate of only 6.91%. Latino students at ICS scored 27.78% and the resident median rate was 26.22%.

Chart 1.13: 2019 SBAC Math Comparative Data for ICS and Resident Schools Median by Subgroups from LAUSD Data Set



According to the California School Dashboard 2018, the SBAC Math scores decreased by 3.9 points, leaving them 59.6 points below standard. EL students declined by less than 10 points, leaving them 70 points below standard. Latino students scored 4.7 points below 2017's scores and were 67.4 points below standard. SED students declined by 4.7 points and were 62.7 points below standard. ICS is looking forward to seeing the growth on the 2019 California School Dashboard which will indicate improvement as noted by the 2019 SBAC scores.

Chart 1.14: Snapshots for ICS on the 2018 California School Dashboard from <https://www.caschooldashboard.org/reports/19647330121137/2018>

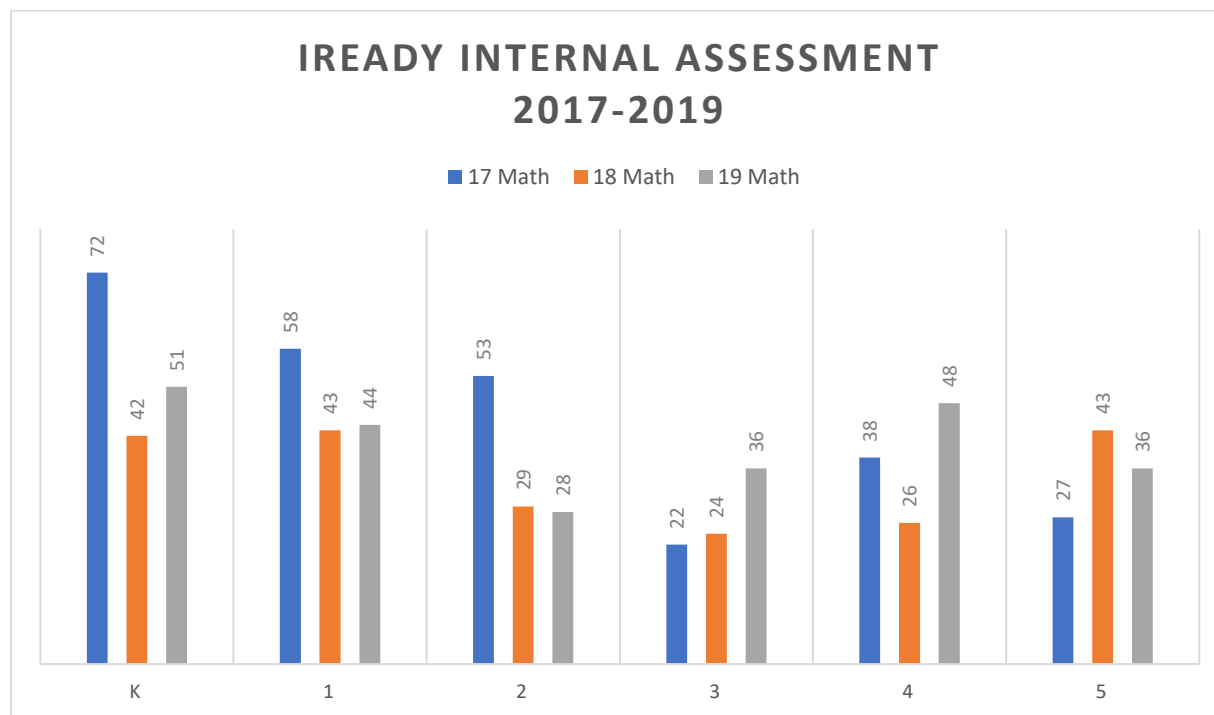


As in ELA, ICS currently uses iReady for its internal benchmark and assessment monitoring in Math. According to 2017 iReady data, 72% of Kindergartners were proficient in math. In 2018, 42% were proficient, and in 2019, 51% of Kindergartners were proficient. In 2017, 58% of 1st graders scored proficient on internal assessment, decreasing to 43% in 2018, and gaining 1% to 44% in 2019. Second graders scored 53% proficient in Math in 2017, 29% in 2018, and 28% in 2019. In 2017, 22% of 3rd graders were proficient in Math, gaining 2% in 2018 to 24%, and increasing to 36% in 2019. In 2017, 4th graders scored 38% proficient in

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Math, 26% in 2018, and an increased score of 48% in 2019. In 2017, students in 5th grade scored 27% proficient, 43% in 2018, and 36% in 2019.

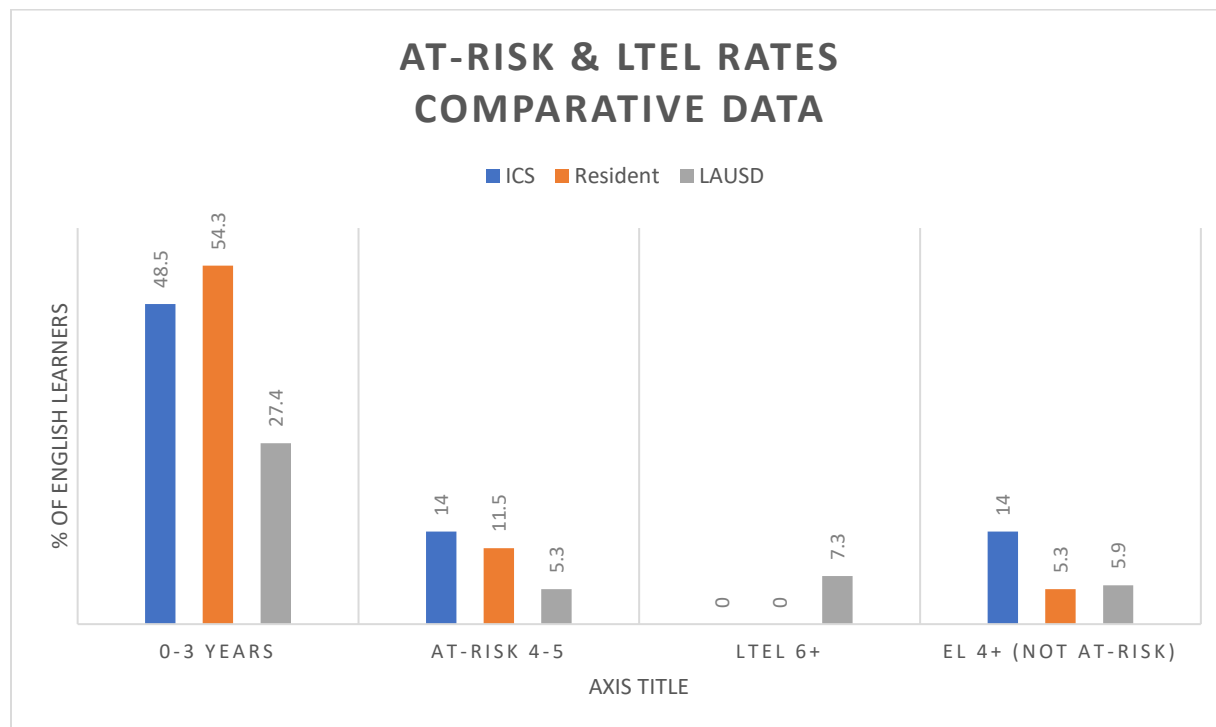
Chart 1.15: iReady Benchmark and Assessment Data for ICS 2017-2019 from iReady Reports



EL Data

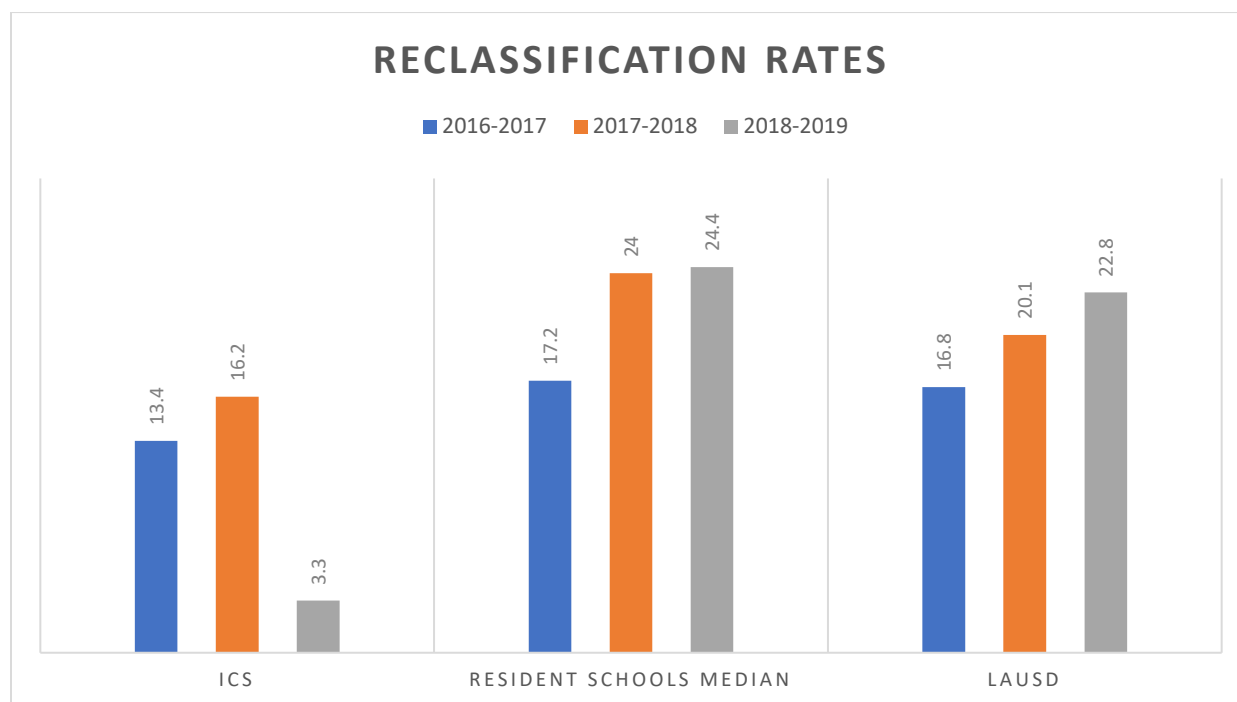
Reviewing the breakdown of years students have been classified as an English Learner, it is clearly evident that the majority of ICS's EL students are in years 1-3 of the ELD program. In 2017-2018, 48.5% of ICS' EL were in years 1-3 of the ELD program. Resident schools had a median rate of 54.3% and LAUSD had a rate of 27.4% of students in years 1-3 of the ELD Program. Students who have been in the ELD program for 4-5 years, are at risk of becoming Long Term English Learners (LTEL). In 2017-2018, 14% of EL at ICS were At-risk while the resident median rate was 11.5% and LAUSD had an At-risk rate of 5.3%. Both ICS and the resident school's median had 0% of students as LTEL. ICS and Resident schools are elementary schools and only service students until fifth grade; therefore, by the time students reach their sixth year as EL, the students would have matriculated to a middle school. ICS students who have been identified as English Learners for more than four years, but who are not at-risk which is made up of 14% of EL. The resident median rate of more than four years who was not at-risk is 5.3%, and LAUSD had a rate of 5.9%.

Chart 1.16: 2017-2018 At-Risk and LTEL Comparative Data for ICS, Resident Schools Median and LAUSD from LAUSD Data Set



In 2016-2017, ICS had a reclassification rate of 13.4%. The median rate of resident schools for reclassification was 17.4% and LAUSD had a reclassification rate of 16.8%. In 2017-2018, ICS had a reclassification rate of 16.2% while the resident school median rate was 24.5% and LAUSD had a rate of 20.1%. In 2018-2019, ICS had a reclassification rate of 3.3% while the resident school median rate was 24.4% and LAUSD had a rate of 22.8%. The Charter School would argue that the reason for the low reclassification rate in 2018-2019 is that only about one quarter of the students reclassified had the process complete by October 2018 CALPADS report; therefore, the remaining three quarters of the students who were reclassified during the 2018-2019 school year will be picked up by the October 2019 CALPADS report.

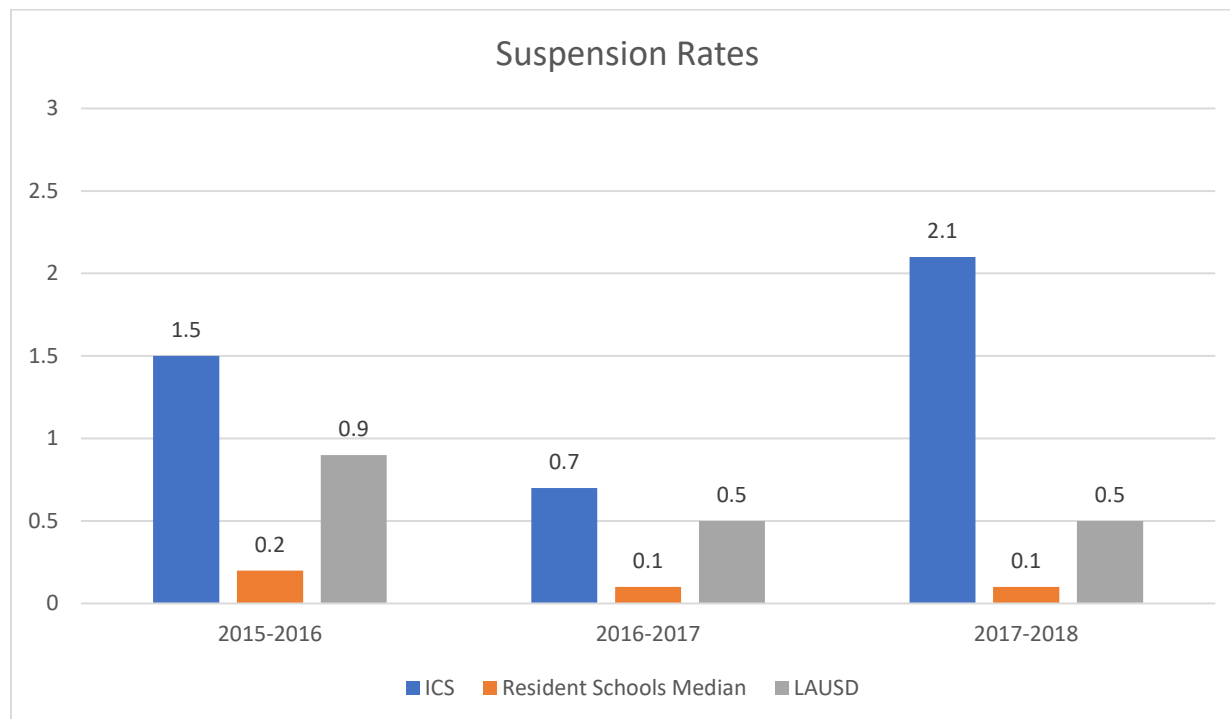
Chart 1.17: 2015-2018 Reclassification Rates Comparative Data for ICS, Resident Schools and LAUSD from LAUSD Data Set



Suspension Data

ICS has consistently had a suspension rate of less than 2.5% with an expulsion rate of 0%. In 2015-2016, ICS had a suspension rate of 1.5%. The median rate of resident schools was 0.2%, and LAUSD had a suspension rate of 0.9%. In 2016-2017, ICS had a decreased suspension rate of 0.7%, while the resident school median rate reduced to 0.1%, and LAUSD had a suspension rate of 0.5%. In 2017-2018, ICS had a suspension rate of 2.1%, the median rate for resident schools was 0.1%, and LAUSD had a suspension rate of 0.5%. ICS will maintain a suspension rate of less than 2% and will establish social emotional learning strategies to keep the suspension rate for all subgroups to less than 2% as a goal. Two percent is well-below the threshold of 5% established by LAUSD.

Chart 1.18: 2015-2018 Suspension Rates Comparative Data for ICS, Resident Schools and LAUSD from LAUSD Data Set



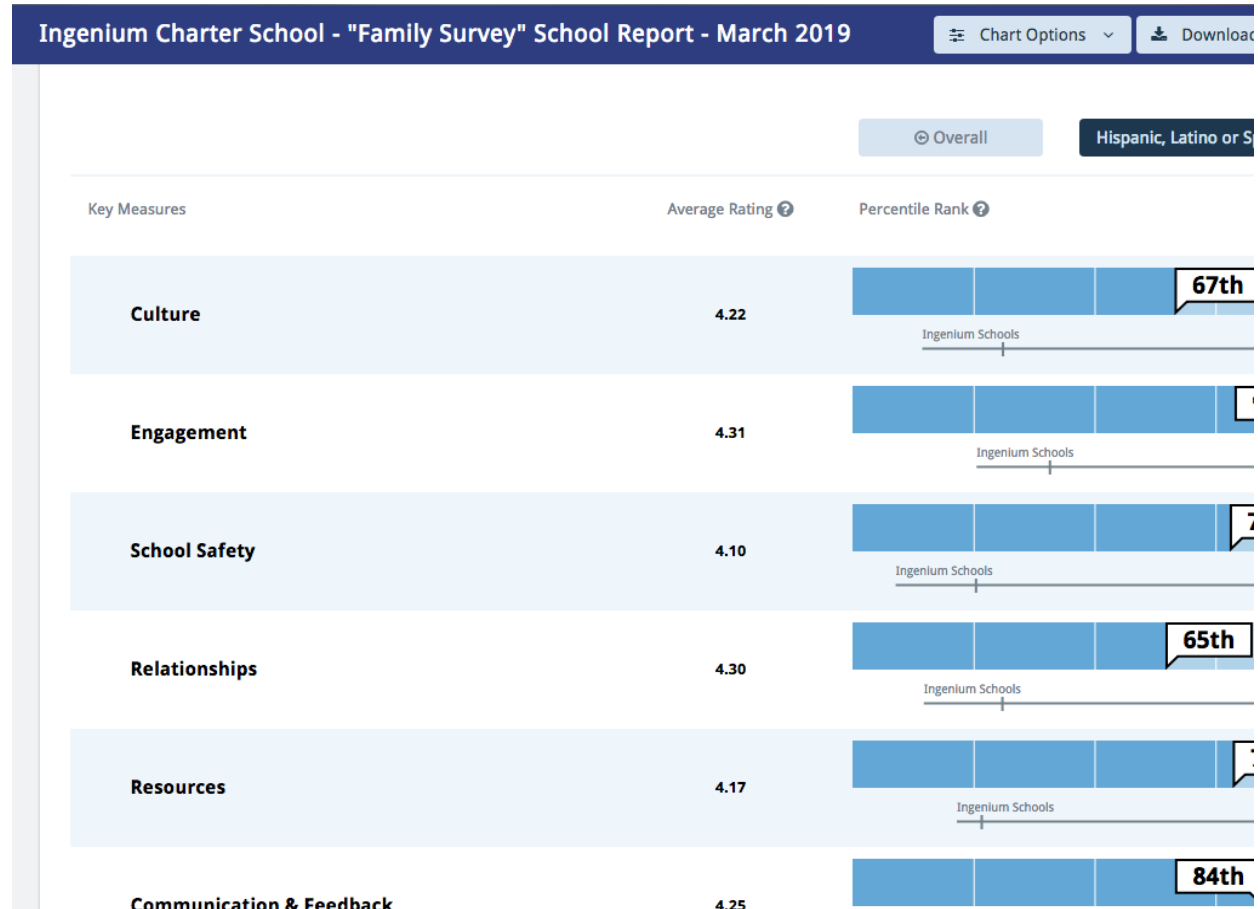
School Climate

ICS prides itself on creating, nurturing and fostering a safe, positive and welcoming school climate. In 2018-2019, ICS conducted YouthTruth surveys to students and parents and Joy at Work surveys for teachers and staff. The results of these surveys confirm that the strategies to support the instruction and the school climate are working. The results from the Youth Truth Student Survey compliment the teachers who are kind, care about the students and help them to learn, compliment the staff who are nice, help the students when there is a problem and keep the students safe and nurtured. As with most elementary schools, the students would like there to be more play time, better lunches and fewer bullies.

ICS worked hard to improve family engagement with Latino families over the 2018-2019 school year as they are the largest student group at 76%. The data show that these parents are very pleased with ICS. The parents indicate an overall satisfaction rate of over 78%. The key measures that parents are especially pleased with include parent engagement and communication and feedback. The other key areas of measurement show satisfaction in culture, school safety, relationships, and resources. This level of satisfaction is impressive especially considering that the majority of the parents are Latino, SED and many Spanish speaking. ICS is committed to making sure that all parents, especially parents who are ethnically, economically or linguistically diverse feel engaged and positive about ICS.

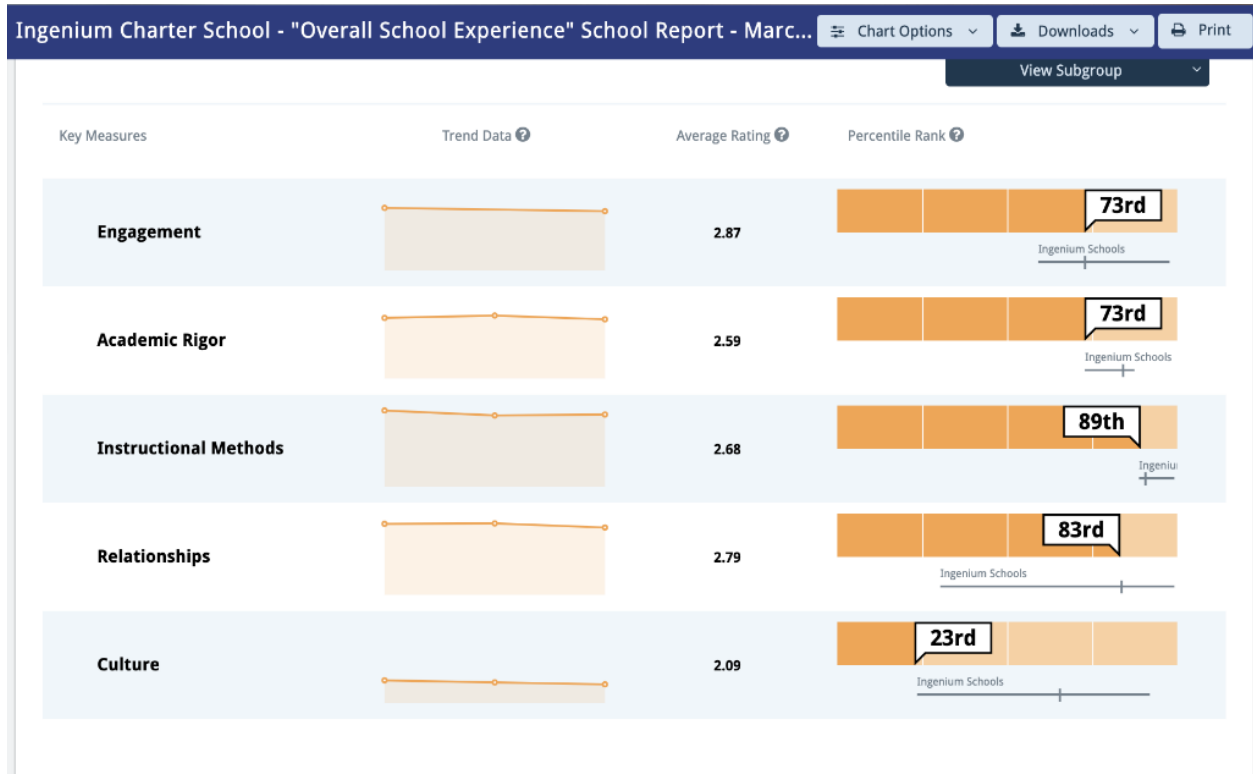
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Chart 1.19: 2019 YouthTruth Parent Survey Results by Teachers and Staff from Internal Data



The YouthTruth survey shows significant strengths in engagement, academic rigor, instructional methods, and relationships with culture being an area of opportunity. ICS is responsive to the results of these surveys and has worked diligently to build culture building activities throughout the current school year.

Chart 1.20: 2019 Joy at Work Survey Results by Teachers and Staff from Internal Data



Student Population to be Served

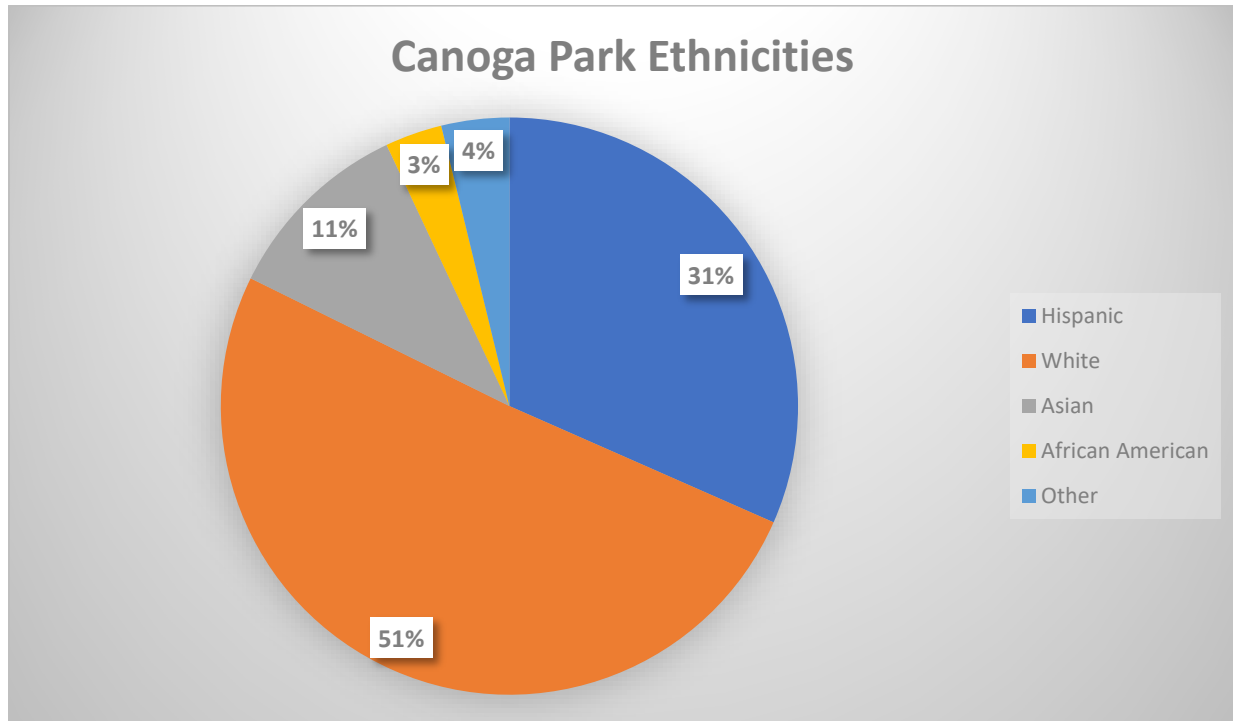
3. Target Student Population

Ingenium Charter School serves students in grades TK-5 in Canoga Park, in the West San Fernando Valley area of California. Canoga Park is an ethnically diverse city and according to the Canoga Park Chamber of Commerce (2017), 31.6% of its population is Latino, 50.7% is White, 10.7% is Asian, 3.2% is Black or African American, and 3.8% identifies as Other. Of its total population, 27.1% of Canoga Park are of school age.

In the 2019-2020 school year, ICS has 68 students who use bus transportation services provided by the Charter School free of charge to attend school. Most of these students live in the Panorama City area. A small percentage of these students live more locally to campus, but receive transportation services as defined by their IEPs.

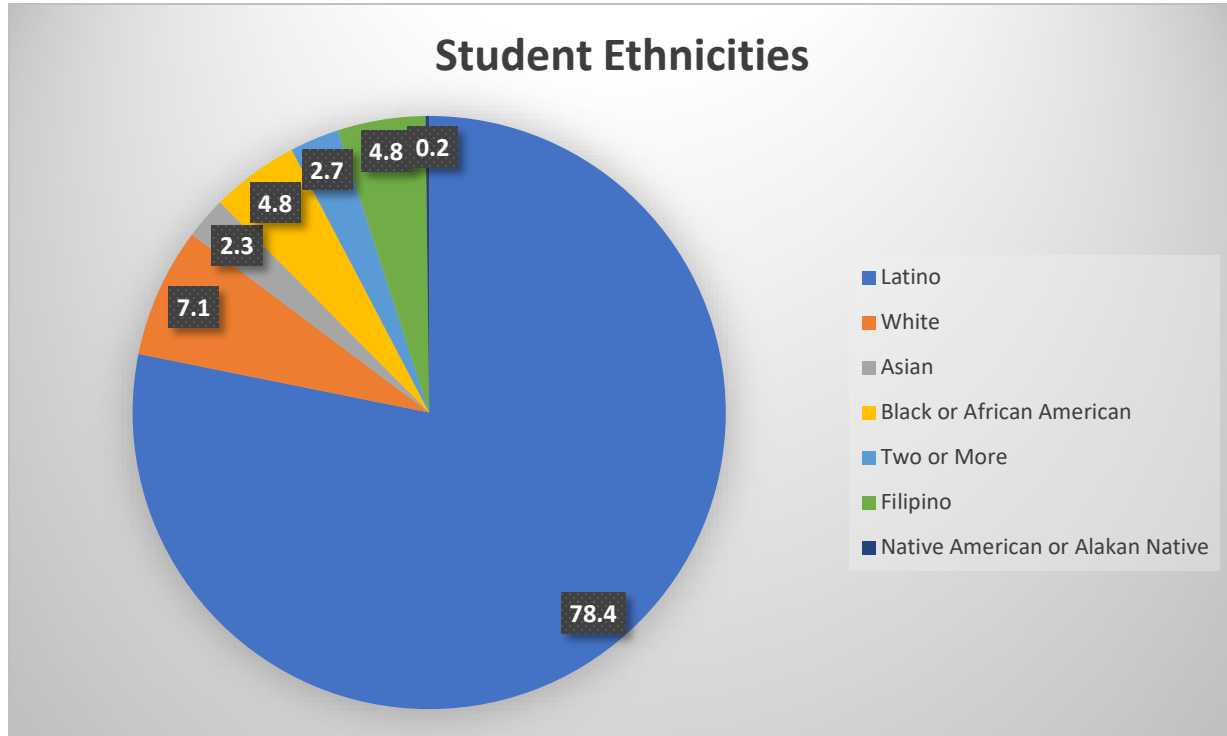
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Chart 1.21: City Demographics by Ethnicity from Canoga Park Chamber of Commerce



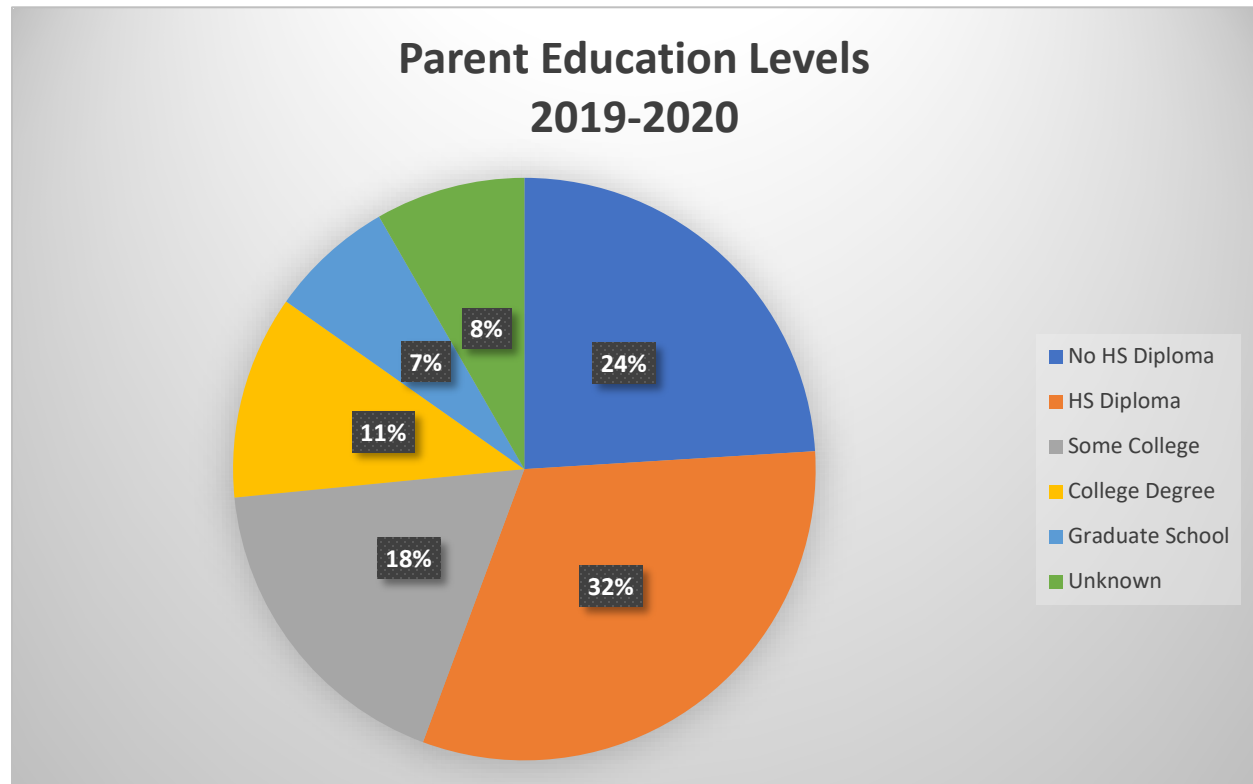
The California Department of Education (“CDE”) and the California Longitudinal Pupil Achievement Data Systems (“CALPADS”) reports that as of October 3, 2018, ICS had a student population that was made up of 78.4% Latino, 7.1% White, 4.8% Black or African American, 2.3% Asian, 4.6% Filipino, 0.2% Native American or Alaskan Native, and 2.7% two or more races.

Chart 1.22: Demographics by Ethnicity from October 3, 2018 CDE and CALPADS



ICS students come from families with varying degrees of education. According to Charter School data from the Student Information System, 24.02% of parents do not have a high school diploma, 31.64% of parents have a high school diploma, 17.78% have some college, 11.32% have college degrees, 6.93% have graduate school experience or degrees, and 8% are unknown. This is important in understanding that the community has limited experience with college success determined by the attainment of a college or graduate degree.

Chart 1.23: 2019 Parent Education Levels from Student Information System



4. Five Year Enrollment Plan

ICS has been slowly increasing enrollment of the term of this charter. ICS is confident that the enrollment will continue to increase as the community now understand that ICS as a vital choice for public schools in the West San Fernando Valley. The continued marketing efforts to recruit students and increase enrollment are working and ensuring that more families can be served by ICS. The enrollment goal is to retain students for their elementary school career, beginning in Transitional Kindergarten (“TK”) and completing the course of study in grade 5. Parents and students are the best sources of marketing, and they self-reportedly love ICS.

Table 1.2: Enrollment Projections

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK	15	15	15	15	23
K	84	84	84	84	84
1	84	84	84	84	84
2	84	84	84	84	84
3	84	98	98	112	112

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Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
4	70	84	98	112	112
5	70	84	84	112	112
TOTAL	491	533	547	603	611

Goals and Philosophy

5. Mission and Vision

The mission of ICS is to restore joy and meaning to learning. The mission of ICS is that we trailblaze a learner-centered approach that ensures engagement and mastery, monitor results to continuously improve systems, and empower learners to be global learners.

Schoolwide Expectations

The Schoolwide Expectations are part of the Positive Behavior Intervention and Supports approach at ICS.

We are ALL IN! This means:

- Agency -students advocate for themselves, take ownership of their learning
- Lifelong Learner
- Love
- Include Everyone
- Nice and Safe

ICS trailblazes a learner-centered approach that ensures engagement and mastery by collaboratively developing a code of cooperation, quality criteria, a shared vision, and a code of cooperation; establishing standard operating procedures; and setting class goals.

Noble Cause

We transform education by restoring the right to joy and meaning in learning.

Vision

Our vision is to unlock the brilliance innate in every child. Ours is a “living vision” open to importing new knowledge at every opportunity. This vision includes providing each child with the tools that will allow them to live lives of fulfillment

Students use Plan-Do-Study-Act (“PDSA”) to set individualized learning and behavior/social goals, create action plans for goal attainment, and track their own progress. Evidence of of this process is visible through student portfolios and data walls.

High levels of student engagement can be seen as students utilize deeper cognitive processing strategies, persist with difficult tasks, and monitor their individual progress.

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ICS uses a learning management system that has been developed specifically for Ingenium Schools. It is a trailblazing system because it is aimed to assess student standard mastery. It measures if students have mastered specific standards and gives students access to real-time data.

The charter school places great importance on continual improvement. Students revisit action plans to determine whether or not individual goals were met and use classroom processes and programs to identify opportunities for improvement.

Through student portfolios, individuals have continuous access to their action plans, data relating to their achievement, and academic goals. Through the use of a capacity matrix, students track standard mastery as evidenced through assessments, performance tasks, or one-on-one interviews with teachers. Students also use surveys, self-reflection journals, and other tools to track enthusiasm for learning and engagement in learning. By doing so, students are able to ensure that they are on track to meet academic goals and content mastery.

Table 1.3: 21st Century Habits and Skills with the Application

21 st Century Habits and Skills	Application
Critical Thinking	ICS students acquire, manage, critically analyze, and use information as they manage their individual and class action plans, design individualized learning opportunities, and problem solve in their classrooms.
Leadership	In the classroom students facilitate workshops, act as peer tutors, and lead classroom discussions. Students draft action plans, monitor their plans, and graph results. On campus students serve as ambassadors to guests, new students, and families. They serve in leadership roles in numerous clubs and enrichment programs.
Problem Solving	ICS students use quality systems and tools to continually improve the instructional program. Using these tools, students brainstorm solutions to school or class challenges, identify the most effective solutions, and collaboratively develop action plans.
Use the continual improvement cycle	The Plan-Do-Study-Act (PDSA) cycle is embedded in all Charter School operations. PDSA enables students, teachers, administrators, and other stakeholders to set goals, determine a path by which to achieve the goals, and regularly check in on progress.

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	The Adjust step of the cycle allows for creative problem solving and additional strategic planning.
Collaboration	ICS classrooms are intrinsically collaborative as students work together to achieve goals and improve the class operations.
Demonstration of positive character traits	ICS students demonstrate six character pillars: 1) trustworthiness; 2) respect; 3) responsible; 4) fairness; 5) care; 6) citizenship.
Hold extensive and constantly evolving computer skills	ICS uses the Ingenium Schools technology curriculum to ensure that students have the skills necessary to thrive in an increasingly technology-driven world. The technology curriculum is revisited each summer in a collaborative roundtable session with stakeholders to reflect changing demands.

6. Characteristics of an Educated Person in the 21st Century

ICS believes that by providing children with an educational environment which allows them to develop into confident, self-motivated, resourceful, and productive life-long learners, they will be able to meet the challenges of the 21st century. The key elements of being an educated person in the 21st Century includes having the skills and capacity to be ready for college and career. Students utilize technological resources during the school day to ensure they can navigate the technological changes that will occur in college and career. ICS views identifies the skills and habits needed to be successful include:

- Critical thinking
- Leadership
- Problem solving
- Continual improvement
- Collaboration
- Demonstration of positive character traits
- Strong technology skills
- College and Career Readiness

7. How Learning Best Occurs

ICS believes learning best occurs when there is joy and meaning in learning for all stakeholders. Joy and meaning in learning normally decline as students advance to higher grades². The Ingenium Learning System is structured to restore joy and meaning to learning. The charter school's educational philosophy focuses on creating a student-centered, highly-engaging learning environment that is based on five key concepts, which together make up the "Ingenium Praxis." This includes:

² Fullan, M. (2013). Stratosphere: Integrating technology, pedagogy, and change knowledge. Don Mills, Ont: Pearson.

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- **Profound Learning Experiences:** PLEs are interdisciplinary, grounded in the State Standards, and driven by what is meaningful to our students. Experiences are elegantly designed to create feelings of adventure and discovery in every student. Therefore, students go to school every day with a sense of wonder, anticipating the next journey in their learning transformation. PLEs are similar to “project-based learning” yet are specifically designed to present opportunities for student ownership, choice, and rigor. An example of PLE in the classroom could include an interdisciplinary study of the regions in California where the students choose a region in California that they feel has the resources to protect them from a Zombie Apocalypse. The students would draw the region with its natural resources, chart the weather, determine the accessibility of natural resources and write a narrative.
- **Intrinsic Motivation:** Research confirms that “...learning and intrinsic motivation are also mutually reinforcing; intrinsic motivation facilitates learning, and when students acquire new skills and observe their own growth, they feel more successful and their intrinsic desire to learn increases.”³ ICS uses this research to create motivating, supportive, and challenging learning environments. Ultimately, teachers and staff create intrinsically motivating environments by creating the optimal levels of challenge, support, autonomy, collaboration, and meaning for students. Examples of intrinsic motivation in the classroom are evident in the posted Code of Cooperation and Parking Lot, in the Morning Meeting where the students practice affirmations, share success and discuss overcoming barriers, and individually through student portfolios including reflections, data tracking and goal setting.
- **Continual Improvement:** All people are driven to improve. The continual improvement strategy provides classes and individual students with tools and methods not only to work together but also to better understand, organize, and redesign systems, helping them and the organization more effectively adapt to an ever-changing 21st century. Students are equipped with tools to solve interpersonal problems and improve classroom behavior, culture, and collaboration as well as tools to help them improve their learning. Examples of continual improvement are evident in the classroom environment by data on the walls, bone diagrams depicting continual improvement, a force field analysis story board that tracks continual improvement, and teachers comments like “Always getting better” and “All-time best.”
- **Neuroscience:** ICS uses brain research around learning to help accelerate the speed of learning and behavior change. Examples of neuroscience in the classroom can be observed by the strategies of learning that students and

³ Giani, Matt, and O’Guinn, Christina. (2010) “Motivation to Learn: Igniting a Love of Learning in All Students” John W. Garder Center at Stanford University.

“Restoring Joy and Meaning to Learning”

teachers use. For students, this can include collaboration, communication, critical thinking and creativity. For teachers, they use equity sticks, wait time, opportunities for processing like Think-Pair-Shar, differentiation, scaffolding, and the belief that “Quality is Rigid, but Time is Flexible.”

- System of Profound Knowledge: Dr. W. Edwards Deming’s System of Profound Knowledge is the lens guiding all decision-making, both school-wide and within classrooms. Students learn about the System of Profound Knowledge by using systems thinking to better understand their classrooms and personal learning. They acquire an understanding of statistical variation through studying their own systems and behavior. They learn about the psychological effects of good and bad management and they learn to create new theories of improvement. Examples of the System of Profound Knowledge for teachers includes self-reflection, goal setting, and data tracking. Teachers learn to be thoughtful and proactive especially when it comes to grading and management, rather than reacting arbitrarily.

The Ingenium Praxis addresses the unique needs of the target population, specifically students of color; students who are socioeconomically disadvantaged or low achieving; and English learners, by increasing students’ engagement and sense of belonging while ensuring academic preparedness for the intellectual rigors of middle school, high school and college. The charter school’s philosophy is that all students become successful once they understand that they are the driving force in their own education and take ownership over this process. As students experience success, they develop increased confidence and pride in their accomplishments. ICS students are self-directed, self-knowledgeable, and active participants in their communities, in life, and as lifelong learners.

8. Annual Goals

Table 1.4: Local Control Funding Formula ("LCFF") State Priorities Table

LCFF STATE PRIORITIES						
GOAL #1						
Systematic operations that support the work of student and adult learning are effective and in place.				Related State Priorities: x 1 x 4 x 7 x2 5 8 3 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<div>1. Human Resources and Principals ensure that all teachers at all times meet checklist requirements.</div> <div>2. Administration will implement an ordering system that will ensure that all students have the necessary tools, materials and well-kept facility for a high-quality standard aligned education.</div> <div>3. Provide additional professional development in both ELA and mathematics to allow teachers to continue to improve mastery of curriculum.</div> <div>4. Implement system to purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.</div>						
Expected Annual Measurable Outcomes						
Outcome #1: Students have the necessary tools, materials and well-kept facility for a standards-aligned education. Metric/Method for Measuring: Inventory, Material request forms, student resource guides, facilities reports						
Applicable Student Groups <i>* Indicates statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
Outcome #2: Teachers will receive Professional Development that will result in improved SBAC scores. Metric/Method for Measuring: Assessments, SBAC						

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Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
Outcome #3: 100% of students will have access to working and updated hardware and software. Metric/Method for Measuring: Completed work orders, inventory reports						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES						
GOAL #2						
All curriculum, instruction, and assessments are aligned to the California standards.				Related State Priorities: x 1 x 4 x 7 x 2 5 x 8 3 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1. All core curriculum purchased and used will be CA CCSS and NGSS aligned. 2. Teachers will create curriculum maps and pacing guides that ensure the meeting of all CA standards. 3. Curriculum task forces including all stakeholder voices will be used to choose curriculum. 4. Professional development for all new and returning curriculum will be provided. 5. Professional development on best instructional practices will be offered. 6. All students, including subgroups, will increase performance over baseline on internal assessments that are aligned to CA standards by 2% annually.						
Expected Annual Measurable Outcomes						
Outcome #1: Curriculum task forces will include student participation from all subgroups. Metric/Method for Measuring: Meeting sign-in sheets, minutes.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
Outcome #2: Students will increase scores on assessments by 2% annually. Metric/Method for Measuring: SBAC ELA and Math Results						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	ELA 34.45%;	- 2% increase	2% increase	2% increase	2% increase	2% increase

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	Math 31.90%	- over baseline	over 2020- 2021	over 2021- 2022	over 2022- 2023	over 2023- 2024
English Learners	ELA 15.58%; Math 16.66%	- 2% increase over baseline	2% increase over 2020- 2021	2% increase over 2021- 2022	2% increase over 2022- 2023	2% increase over 2023- 2024
Socioecon. Disadv./Low Income Students	ELA 30.73%; Math 28.89%	- 2% increase over baseline	2% increase over 2020- 2021	2% increase over 2021- 2022	2% increase over 2022- 2023	2% increase over 2023- 2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	ELA 20.68%; Math 24.13%	- 2% increase over baseline	2% increase over 2020- 2021	2% increase over 2021- 2022	2% increase over 2022- 2023	2% increase over 2023- 2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	ELA 28.68%; Math 27.78%	- 2% increase over baseline	2% increase over 2020- 2021	2% increase over 2021- 2022	2% increase over 2022- 2023	2% increase over 2023- 2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	ELA 51.73%; Math 31.03%	- 2% increase over baseline	2% increase over 2020- 2021	2% increase over 2021- 2022	2% increase over 2022- 2023	2% increase over 2023- 2024
Outcome #3: Student in-class performance will increase by at least 2% because of increased use of instructional best practices. Metric/Method for Measuring: iReady results						
Applicable Student Groups	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	Overall iReady is 43.5%, not aggregated by subgroup	2% increase over baseline	2% increase over 2020- 2021	2% increase over 2021- 2022	2% increase over 2022- 2023	2% increase over 2023- 2024
English Learners	Overall iReady is	2% increase	2% increase	2% increase	2% increase	2% increase

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	43.5%, not aggregated by subgroup	over baseline	over 2020-2021	over 2021-2022	over 2022-2023	over 2023-2024
Socioecon. Disadv./Low Income Students	Overall iReady is 43.5%, not aggregated by subgroup	2% increase over baseline	2% increase over 2020-2021	2% increase over 2021-2022	2% increase over 2022-2023	2% increase over 2023-2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Overall iReady is 43.5%, not aggregated by subgroup	2% increase over baseline	2% increase over 2020-2021	2% increase over 2021-2022	2% increase over 2022-2023	2% increase over 2023-2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Overall iReady is 43.5%, not aggregated by subgroup	2% increase over baseline	2% increase over 2020-2021	2% increase over 2021-2022	2% increase over 2022-2023	2% increase over 2023-2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	Overall iReady is 43.5%, not aggregated by subgroup	2% increase over baseline	2% increase over 2020-2021	2% increase over 2021-2022	2% increase over 2022-2023	2% increase over 2023-2024
LCFF STATE PRIORITIES						
GOAL #3						
Implement an effective system for monitoring, analyzing, and understanding data that will assist in directing instruction.				Related State Priorities: x 1 x 4 x 7 x 2 5 x 8 3 6		
				Local Priorities: ☐: ☐:		
Specific Annual Actions to Achieve Goal						

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1. *ELPAC Coordinator will monitor strategies and reevaluate needs of students that are not making marked progress.*
2. *Continue to provide RtI to those underperforming students.*
3. *Monitor LTEL progress.*
4. *Train all teachers on understanding data to inform instruction.*
5. *Provide Universal Access to support all learners.*
6. *Training for Paraprofessionals to aid when working with students one-on-one or in small group.*

Expected Annual Measurable Outcomes

Outcome #1: All students will have access to dedicated Universal Access time.

Metric/Method for Measuring: daily schedule, lesson plans

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: There will be a 4% increase to the number of EL students reclassified annually.

Metric/Method for Measuring: CALPADs report, EL roster, ELPAC results, reclassification report

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	3.3%	4% increase over baseline	4% increase over 2020-2021	4% increase over 2021-2022	4% increase over 2022-2023	4% increase over 2023-2024
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

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Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: Decrease number of LTELs by 1.5% annually. Metric/Method for Measuring: CALPADs report, ELPAC reports						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	7.3%	1.5% decrease over baseline	1.5% decrease over baseline	1.5% decrease over baseline	1.5% decrease over baseline	1.5% decrease over baseline
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
GOAL #4						
The school will have a safe and supportive environment and culture for all stakeholders.				Related State Priorities: X 1 4 7 2 X 5 8 3 X 6		
				Local Priorities: ☐: ☐:		
Specific Annual Actions to Achieve Goal						
1. Students will be rewarded for maintaining or exceeding Average Daily Attendance goal. 2. Suspension rates and reports will be monitored. 3. Alternatives to suspension will be researched and implemented. 4. Students will be surveyed to ensure an alignment of student activities with student interests.						

“Restoring Joy and Meaning to Learning”

Expected Annual Measurable Outcomes						
Outcome #1: Students will meet or exceed ADA projection of 94%						
Metric/Method for Measuring: ADA reports						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019 P1 - 94%	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.
English Learners	2019 P1 - 94%	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.
Socioecon. Disadv./Low Income Students	2019 P1 - 94%	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2019 P1 - 94%	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2019 P1 - 94%	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	2019 P1 - 94%	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.	ADA goal met or exceeded.
Outcome #2: Suspension rates will be less than 2%.						
Metric/Method for Measuring: Suspension reports						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2017-18 was 2.2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%
English Learners	2017-18 was 2.2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%
Socioecon. Disadv./Low Income Students	2017-18 was 2.2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%
Foster Youth	*	*	*	*	*	*

“Restoring Joy and Meaning to Learning”

Students with Disabilities	2017-18 was 2.2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2017-18 was 2.2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	2017-18 was 2.2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%	Suspension rate will be <2%
Outcome #3: 75% of students will complete school survey. Metric/Method for Measuring: Survey participation results.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2018-19 71%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%
English Learners	2018-19 71%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%
Socioecon. Disadv./Low Income Students	2018-19 71%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2018-19 71%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%

“Restoring Joy and Meaning to Learning”

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2018-19 71%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	2018-19 71%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%	Increase over baseline to reach or maintain 75%
GOAL #5						
There will be a high level of family and community involvement.				Related State Priorities: 1 4 7 2 5 8 X 3 6		
				Local Priorities: ☐: ☐:		
Specific Annual Actions to Achieve Goal						
1. The school will improve family/school communications. 2. The school will improve its social media presence. 3. There will be an increase in family participation at school sponsored events. 4. Town hall meetings will be used to hear parent/family comments and concerns. 5. Translation services will be offered at all school events. 6. Student Information System will be accessible to all families.						
Expected Annual Measurable Outcomes						
Outcome #1: Student/family participation in school sponsored events will increase 3% annually. Metric/Method for Measuring: rsvp, sign-in sheets						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	51%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.

“Restoring Joy and Meaning to Learning”

English Learners	51%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Socioecon. Disadv./Low Income Students	51%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	51%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	51%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	51%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Outcome #2: There will be an increase in the number of families participating in the annual school survey. Metric/Method for Measuring: survey responses						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	62%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.

English Learners	62%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Socioecon. Disadv./Low Income Students	62%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	62%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	62%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	62%	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.	3% increase over previous year's rate.
Outcome #3: Parents using technology to check student attendance will increase by 3% annually. Metric/Method for Measuring: Parent usage reports, decrease in # of parents calling office for this information.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	40%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
English Learners	40%	3% increase	3% increase	3% increase	3% increase	3% increase

“Restoring Joy and Meaning to Learning”

		over baseline	over 2020- 2021	over 2021- 2022	over 2022- 2023	over 2023- 2024
Socioecon. Disadv./Low Income Students	40%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	40%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	40%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	40%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024

* Subgroup not numerically significant at this time.

9. Self-Motivated, Competent, and Lifelong Learners

ICS aims to enable students to become self-motivated, competent, lifelong learners by creating and maintaining an environment where learning and creating is engaging, supportive, personalized, and meaningful. At ICS, all students participate in a rigorous, engaging, standards-based curriculum that leads to high academic achievement, secondary-school and college-readiness, intellectual curiosity, and a life-long love for learning. The overall curricular and instructional design is based on the Ingenium Praxis, specifically Profound Learning Experiences, intrinsic motivation, continual improvement, and neuroscience. For students struggling to become self-motivated, competent, lifelong learners, ICS breaks down the instruction from larger components into smaller components. Teachers make the instruction more accessible for use by students through differentiation and scaffolding by utilizing GANTT charts and flowcharts. The key component is to teach students how to think through the learning objective, then plan out the work for completion. The students do this collaboratively and individually. As students reflect on their own

“Restoring Joy and Meaning to Learning”

learning as evidenced by assessment data, they learn that they are capable of making improvements which enables them to become self-motivated, competent and lifelong learners.

Instructional Design

10. Curricular and Instruction Design

The following curricular and instructional design as well as classroom culture elements are common to all Ingenium Schools and are implemented in all Ingenium Charter School classrooms. These elements are all building blocks of student-centered classrooms; research by the Stanford Center for Opportunity Policy in Education (“SCOPE”) has confirmed that this approach enables traditionally underserved students to achieve at higher levels. According to SCOPE, “African American, Latino, economically disadvantaged, and English learner students achieved above – and in some cases, substantially above – similar students in their districts and state” when they were in a student-centered environment, which “emphasize[s] supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations.”⁴

Code of Cooperation

ICS has adopted guidelines for behavior and how students can work effectively with one another. Each class also develops a unique code of cooperation developed with student input. Students share expectations they believe the classroom should have to create a positive learning environment. The teacher facilitates the process for students to author the code of cooperation; authorship facilitates student ownership, which in turn leads to authentic accountability. Because they are given the autonomy to develop a code as students and opportunities to collaborate, students are intrinsically motivated to work together as a class and, as a result, students hold themselves and one another accountable for following the code of cooperation.

Tools to Elicit Student Voice and Enable Improvement

To ensure that classrooms are truly student-centered, tools are used to elicit student voice and equip students with strategies to lead improvement. These tools include but are not limited to parking lot, multi-vote, consensogram, forcefield analysis, and interrelationship digraph. The consensogram is a chart measuring frequency of distribution of student responses. Students use stickers to respond to questions on a chart, allowing them to view their responses in relation to the consensus of the entire group and understand how the group feels about certain changes or initiatives. Each tool gives structure to help students gain confidence in participating and to ensure equal voice. Furthermore, these tools help students lead continual improvement in the classroom. The forcefield analysis helps

⁴ Student-Centered Schools Study, Stanford Center for Opportunity Policy in Education, <https://ed.stanford.edu/news/researchers-find-student-centered-learning-approaches-help-underserved-kids-achieve>

students unpack what is driving or preventing their learning so they can further understand how to improve the classroom.

The following academic elements are implemented in all ICS classrooms. They are aligned with Robert Marzano's research around instructional strategies, many of which put ownership of learning in the hands of students and push students to work at a higher level of cognitive complexity.⁵

Furthermore, the research of John Hattie informs much of the work, as Hattie outlined the most impactful influences on student learning.⁶

Student Aim-Setting and Plan-Do-Study-Act

Students regularly create and pursue aims to further their learning. The teacher supports the aim-setting process and guides students to resources to utilize in achieving each aim. Students' individual aims align to learning they are tracking in their capacity matrix, creating a pathway for all students to achieve success in every class.

In order to make progress on aims, students regularly Plan-Do-Study-Act. This sequence leads to the development of flexibility and confidence as students learn to embrace failure as an essential part of learning. As a protocol for addressing gaps through continual improvement, PDSA also supports students in reaching their individual aims.

Capacity Matrices

Capacity matrices include all standards for the class, depending on subject. Capacity matrices include grids that break down standards into discrete concepts on one axis and student level of mastery of the concept on the other elements. Students use capacity matrices to guide their learning and update capacity matrices as their mastery of discrete concepts increases. When students master all the required concepts in a capacity matrix they show the matrix and associated evidence to a teacher for validation and entry of the mastery by the teacher into the Ingenium Learning Experience Manager.

Students and teachers review capacity matrices and assignments at least weekly in short feedback conferences. Parents are involved in these meetings as appropriate, with a higher level of involvement with younger students and increasing student independence at higher levels. Students create Gantt charts to plan out completion of projects and mastery of standards. Gantt charts articulate exactly when students will complete projects, endeavors, and milestones.

The use of capacity matrices is reinforced by John Hattie's research on the effect size of various instructional practices. Hattie's studies show that teachers are more likely to have a large and positive impact if they "are clear about what they want students to learn," and "monitor student learning."

⁵ Marzano, Classroom Instruction that Works, McRel, 2001

⁶ Hattie, John, "Teachers Make a Difference, What is the Research Evidence?" (2003). See also http://research.acer.edu.au/research_conference_2003/4/.

"Restoring Joy and Meaning to Learning"

Quality Criteria and Feedback

For each standard and each learning experience endeavor and milestone, students and teachers co-create quality criteria for mastering that standard. Students use these quality criteria checklists to improve work and then place high quality work in their portfolios. Rather than giving a student a grade and moving on to the next piece of learning, ICS teachers provide detailed feedback relative to the quality criteria. If a student meets all the quality criteria, they receive a “go” and are able to move on to the next learning activity or milestone. If they do not meet all the quality criteria, the teacher gives specific, detailed feedback in relationship to the quality criteria and meets with the student to help them improve until they get a “go.” This directly connects to John Hattie’s research about the effect size of feedback. Teacher feedback to students has the most substantial effect on student learning. Furthermore, key research by Lipnevich and Smith documents that detailed feedback without associated grades creates the highest level of learning and improvement for students. ICS teachers utilize this theory in providing students with feedback rather than grades or just praise.⁷

Processes and Flow Charts

Just as efficient and productive businesses depend on refined and articulated processes, so can classrooms. Often embedded in a flow chart, processes are displayed in classrooms to guide students in “no fuss” completion of tasks. Just as with all our tools, the opportunity for processes to be further refined is always available, and we celebrate the ingenuity of students when they offer ideas for enhancement.

Profound Learning Experiences (PLE)

The ILS is a learning-based system. Its aim is to create PLE for students that:

- Create positive attachments to the learning.
- Have a high degree of meaning and relevance.
- Enable student ownership of process and outcome.
- Create strong collegial relationships with peers and adults.
- Enable students to meet or exceed quality criteria for excellence.

PLEs incorporate learning resources available to master each concept in capacity matrices. These resources may include textbooks, adaptive online curriculum, and supplementary materials; audio and visual technology (including computer-based courses); field trips; small group support classes; large group programs; and other learning tools. Online PLE resources may include Newsela, iReady, and STEMscopes.

Using PLEs as a guide, students commit to endeavors they use to learn concepts and milestones to demonstrate their mastery of the concepts. Endeavors and milestones could include experiments or explorations with reflections and write-ups, research projects, or other means of learning about a specific topic and building skills. There is a high level of student choice and autonomy in determining endeavors to complete in order to learn the

⁷ Lipnevich and Smith, “Response to Assessment Feedback, The Effects of Grades, Praise, and Source of Information,” ETS, 2008

“Restoring Joy and Meaning to Learning”

content of a capacity matrix. Teachers review data from milestones at weekly meetings and use them as evidence for attendance and mastery of learning.

Learning progress is tracked and monitored using a variety of online tools, which include Ingenium Learning Experience Manager milestone completion entries, iReady assessments, and writer's workshop assessments. These results are loaded into Ingenium Schools' reporting system, which generates quarterly and annual learning progress reports.

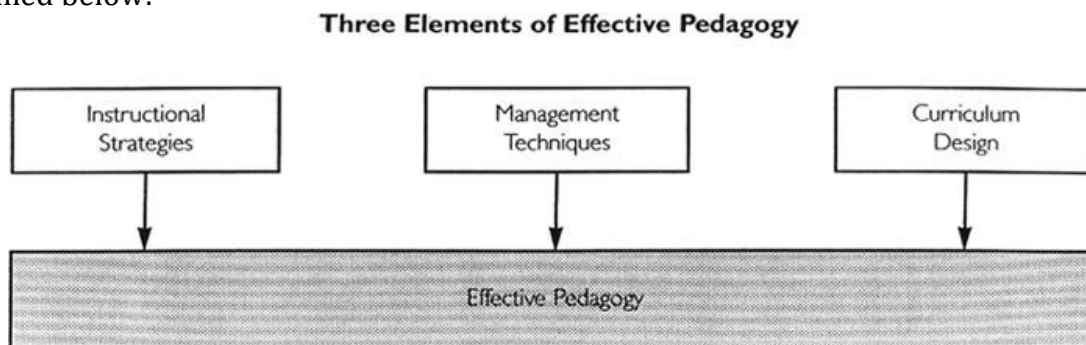
While teaching within the PLE, teachers use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning ("McREL") analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis. The McREL study identified instructional strategies that have a high probability of enhancing student achievement across age, grade, and content areas. The table below lists nine categories of strategies that have a strong positive effect size on student achievement. ICS uses all nine strategies in its classrooms.⁸

Table 1.5: Instructional Strategies that Enhance Student Achievement

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

⁸ "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement" by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001
 "Restoring Joy and Meaning to Learning"

Furthermore, in the McREL study references the three elements of effective pedagogy diagramed below:



Additional research that informs the Ingenium Learning System is documented and described below:

- 5 Dimensions of Teaching and Learning™: a research-based framework developed at the University of Washington Center for Educational Leadership that clearly articulates highly-effective teaching. The Ingenium Teacher Capacity Matrix draws inspiration from elements of the 5D framework.⁹
- Digital Promise: Accelerating Innovation in Education's research around student motivation connects to many of Ingenium's student-centered, intrinsically motivating practices.¹⁰
- Project PLACE's recent research on the effects of project-based learning on high-poverty communities drives Ingenium's work with Profound Learning Experiences.¹¹

Curriculum and Instruction

11. Curriculum

Ingenium Charter School's master schedule includes time for students to have access to core academic content areas: math, science, English-language arts, English language development and social studies. Students also have time for physical education and the arts to ensure development of the whole child. Ingenium Charter School believes that all learning should be a profound experience for students. In all subject areas, core curricular resources are utilized to provide grade-level instruction, and instructional strategies that support student ownership and real-life contexts for learning are integrated to make learning experiences more meaningful.

All core, college preparatory subjects (English language arts, mathematics, science, and social science) are taught by credentialed teachers. All core teachers have EL authorization to ensure adequate integrated ELD. All English learners receive specifically designated instruction during a designated ELD block during the day. Students with special needs are included in the general education program in a full-inclusion model. Push-in support ensures these students can access the general education curriculum. Credentialed special education

⁹ <https://www.k-12leadership.org/content/service/5-dimensions-of-teaching-and-learning>

¹⁰ <http://researchmap.digitalpromise.org/topics/student-motivation/>

¹¹ <https://sites.google.com/a/umich.edu/nkduke/publications/project-place-papers>

"Restoring Joy and Meaning to Learning"

teachers and special education aides provide this push-in support as well as collaborate with the general education teachers to ensure all necessary accommodations and modifications are provided.

ICS is fully committed to a philosophy of inclusion. ICS recognizes the benefit of such a program to both disabled and non-disabled peers and works to integrate students into the general education classroom to the maximum extent possible. Special education students are integrated into the general education classroom by use of specially designed instruction and supports for students with special needs in the context of general education settings. It means that all students are full members of that school community and each student participates equitably in the opportunities and responsibilities of the general education environment. ICS supports inclusion and understands that general education classrooms are becoming more and more diverse. The teacher's job is to arrange instruction that benefits all students, even though various students may derive different benefits from instruction. ICS makes provisions to have all staff, administrators, and teachers work collaboratively in planning, instructing, and evaluating the performance of students with disabilities.

Ingenium Charter School's curriculum addresses all grade-level appropriate California standards (CCSS math and English-language arts, NGSS, California social science, ELD, California physical education, and national core art standards).

Mathematics - Core

According to the 2017 National Assessment of Educational Progress ("NAEP"), a large gap still exists in math performance between white students and Latino and African American students. At the same time, the most recent Trends in International Mathematics and Science Study ("TIMSS") data (2015) documents increasing overall United States math achievement in both fourth and eighth grades. ICS uses research-based instructional methods to build students' mathematics fluency, problem-solving abilities, and ability to discuss and think like mathematicians.

ICS teachers emphasize the standards for mathematical practice through Profound Learning Experiences. In hands-on activities, students model using mathematics, make sense of problems, and work both collaboratively and independently to solve them.

ICS uses Eureka Math and iReady blended learning for math instruction. These curricula were developed in complete alignment with State Standards. The blended learning approach provides the structure and resources for students to work in more traditional instructional situations, such as direct instruction or small group instruction, as well as work at their own pace through iReady. iReady has diagnostic assessment as well as learning components. Using results from the diagnostic benchmark, the online learning program places students in lessons that will support in their areas of growth. Students work through interactive lessons to acquire skills and answer questions, all connected to State Standards. Teachers monitor students' progress through lessons and are also able to utilize the diagnostic data to provide interventions and support.

"Restoring Joy and Meaning to Learning"

English Language Arts - Core

Ingenium Charter School uses *Units of Study for Teaching Reading and Writing* as well as the *Fountas & Pinnell Phonics, Word Study, and Spelling* for English-language arts instruction. The Units of Study were developed in alignment with State Standards and follow the workshop approach to reading and writing instruction with mini-lessons focused on core standards and skills followed by group and individual application that provides opportunities for teachers to conference and provide small group instruction. The Fountas & Pinnell system is being implemented for grades TK-3 to build and support foundational reading skills and continued vocabulary development. All of these core curricular resources have common assessments that are used by teacher teams to monitor and plan for student progress.

In addition to these core resources for grade-level content, ICS utilizes the iReady Reading diagnostic benchmark as a universal screener and systematic instructional program that targets students at their zone of proximal development to build foundational skills at their individual levels. By working through these appropriately-paced lessons, students acquire skills more quickly and accelerate their learning.

Additional universal screeners (benchmarks) that are aligned with these curricular resources are the *Fountas & Pinnell Benchmark System*, which provides student instructional reading levels (A-Z), and *ESGI* software that allows our TK-1 teachers to individually assess student phonics and phonological development. The results from these screeners are used to inform instruction, but most importantly used to support Tier 3 instruction and identify students who may require intervention or additional support.

Science - Core

The Ingenium Charter School science program provides students the opportunity to investigate the natural world; learn about interesting, relevant, and exciting science ideas; and link science to mathematics, writing, technology, and all other aspects of the elementary school curriculum. Students and teachers utilize Accelerate Learning's *STEMscopes* curriculum, which is hands-on and fully-encompassing of NGSS. All grade levels have access to the online curriculum, with teacher and student access, as well as consumable and durable kits that provide opportunities for experiments and labs.

The science program is based on the following principles of scientific literacy:

- All students can investigate and learn science concepts and can experience success in science.
- Students must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Students experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science.
- While engaged in the study of science, students should have the opportunity to build success in other curricular areas.
- Science content should be presented to students in an interesting, comprehensible, and easily organized format.

“Restoring Joy and Meaning to Learning”

- Students' competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

Social Studies - Core

The goals of the California History/Social Science Framework and the Common Core State Standards for Social Studies/History fall into three broad categories:

1. Knowledge and cultural understanding;
2. Democratic understanding and civic values; and
3. Skills attainment and social participation.

Naturally integrated into the English-language arts curriculum, teachers and students access the social studies standards through the *Units of Study* program and use relevant history and social science topics for reading and writing; particularly drawing on current events and relevant information that applies to the school community. Teachers also use supplemental resources such as: Scholastic News, and Reading A-Z to provide social studies content and analysis opportunities.

Students at Ingenium Charter School acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view, and historical interpretation to study the past and its relationship to the present. Students learn to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas. This is taught through an emphasis on determining main idea from supporting details, text dependent questions, and evidence-based reading and writing strategies.

Visual and Performing Arts – Non-Core

The Ingenium Charter School visual/performing arts program engages all students in meaningful activities and lesson sessions involving analytical and creative thinking and helps them practice discipline and teamwork to deliver student-produced products. Ingenium Charter School recognizes the arts program as an essential learning dimension to excellent teaching and learning.

Ingenium Charter School employs a visual arts teacher that engages students in grades TK-5 in developmentally appropriate projects that encourage students to interact with different mediums and learn from famous artists while addressing the National Core Art Standards. Students are encouraged to work in collaborative teams to produce pieces and frequently work on their individual development by receiving feedback, revising works, and working through the creative process.

ICS also works with Education Through Music Los Angeles (ETMLA) to provide a weekly music class for all students. Students engage in a systematic and developmentally-appropriate lesson sequence with a contracted music teacher that covers: reading music, singing, instrument access in upper-elementary, and preparing for performances. ETMLA in connection with Ingenium Charter School puts on bi-annual performances that engage the school community and bring all stakeholders together.

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English Language Development - Core

English learners receive ongoing language development support via integrated ELD in all courses. Teachers GLAD (Guided Language Acquisition and Design) strategies to support students receptive and productive language. Teachers plan lessons with ELD standards in mind and provide an abundance of opportunities for students to produce language both verbally and written.

Students receive designated ELD instruction in a designated ELD block designed specifically to develop a deeper understanding of the structure of the English language and accelerate language acquisition. Teachers utilize data from students' English Language Proficiency Assessment of California (ELPAC) assessments to plan targeted lessons to support areas of need. In addition, students in grades 3-5 are provided with a supplemental resource called *Academic Vocabulary Toolkit* by Kate Kinsella to support with vocabulary acquisition and use as this has been evidenced to be an area of growth for students on the ELPAC and in classroom settings.

ICS follows all components of the Ingenium Schools English Learner Master Plan.

Physical Education – Non-Core

The ICS physical education curriculum is based on the California standards for physical fitness. Students learn about their own body and health, and build personal physical fitness. All fifth grade students prepare for the presidential fitness exam and students learn how to build up stamina, strength, and flexibility. A key component of the ICS physical education program is student data tracking and understanding your own health. Students track their mile time and see progress as they practice and run over time. The physical education program is designed to help students build strong habits for lifetime health. In addition, the ICS physical education program provides opportunities to collaborate to further develop students' ability to work with others and apply this necessary skill to their future lives outside of elementary school.

Table 1.6: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Link to Resource
English Language Arts	TK-5 <ul style="list-style-type: none"> Units of Study for Teaching Reading Units of Study for Teaching Opinion, Information, and Narrative Writing Adopted officially 2019-20	yes	http://www.unitsofstudy.com/k5reading/ http://www.unitsofstudy.com/k5writing/

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Link to Resource
	TK-3 <ul style="list-style-type: none"> Fountas & Pinnell Phonics, Word Study, and Spelling System Adopted officially 2019-20		https://www.heinemann.com/collection/phonicswordstudy
	3-5 <ul style="list-style-type: none"> Academic Vocabulary Toolkit Adopted officially 2019-20		https://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=P_EPI&Ntt=136816406915142869201218249945407917877&Ntx=mode%2Bmatchallpartial&homePage=false
English Language Development	Use of Academic Vocabulary Toolkit as supplemental resource in grades 3-5 (see ELA above) Use of ELD Standards & ELPAC task types in planning lessons	Yes	
Mathematics	TK-5 Eureka Math Adopted officially 2019-20	Yes	https://greatminds.org/math/teachers

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Link to Resource
Science	TK-5 STEMscopes	Yes	https://www.stemscopes.com/
History-Social Science	Standards integrated in ELA instruction using supplemental resources (i.e., Scholastic News) covered by Units of Study for Teaching Writing curriculum adopted in 2019-20		
Health/Physical Education	Based on Health Framework for CA Public Schools Based on Physical Education Framework for CA Public Schools	N/A	
Visual and Performing Arts	Based on Visual and Performing Arts Framework	N/A	

12. Comprehensive Course List

Not Applicable

13. Instructional Methods and Strategies

ICS uses a variety of high-quality teaching and learning methods and strategies through the Ingenium Teacher Capacity Matrix (“ITCM”). The ITCM contains five domains that outline the instructional methods and strategies that lead to student learning:

- **Purpose for Learning:** Teachers use data and build relationships to understand their students’ unique needs. They understand the California standards and Profound Learning Experiences they will implement to build capacity matrices for student learning. They sequence instruction and ensure adequate curricular materials.
- **Assessment:** Teachers plan a progression of assessments, use data to adjust instruction, give students detailed and specific feedback, and track data to guide all future instruction.

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- **Culture and Classroom Environment:** Teachers build a classroom culture that is student-centered, promotes positive and respectful interactions between teacher and student and among students, and has transparent, fair behavioral expectations. There are clear processes used to maximize learning time and, most importantly, the classroom is learning-focused.
- **Instruction:** The teacher and student use a variety of methods to ensure a high level of learning for all. This domain articulates strategies such as differentiation, scaffolding, collaboration, and academic vocabulary to ensure students are cognitively engaged and learning at a high level of rigor.
- **Professionalism and Development:** This domain outlines the ways a teacher can grow and develop as well as collaborate effectively with all stakeholders.
- **Ingenium Praxis:** This domain outlines innovative features at Ingenium Schools.

The full ITCM describes in detail what effective teaching and learning at Ingenium looks like:

Table 1.7: Ingenium Teacher Capacity Matrix (ITCM)

Purpose for Learning	P1: Use of Data	Teacher consistently uses student background data, student interest, academic data, subgroup data (IEP, EL status) in instructional planning. Students use data to guide choices in learning and support each other.
	P2: Purpose for Learning	Teacher establishes daily learning objectives that are standards-based, meet the Depth of Knowledge (DOK) level and content of the standard, address language (ELD), and are measurable. Learning objectives are meaningful and relevant to students' lives and the broader Profound Learning Experiences in the classroom.
	P3: Capacity Matrices	Capacity matrices are standards-aligned and unpack standards in student-friendly terms. Students self-assess using capacity matrices. Students align evidence to their capacity matrix to create a portfolio. Students may unpack standards with teachers or may plan their own learning experiences and create their own capacity matrix.
	P4: Designing Profound Instruction	Teacher plans learning experiences, endeavors, and milestones that are standards-aligned, meet the DOK level and content of the standard, and

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		are relevant and engaging. Students given input or create learning experiences.
	P5: Sequencing Instruction	Learning experiences build on prior skills and activate prior learning, are designed and paced to support students to reach proficiency, and students have voice and choice in their learning trajectory.
	P6: Curricular Resources	Teacher provides a resource matrix and a variety of resources to enhance learning, including technology. Students are able to describe or create a variety of resource and give feedback to enhance resources.
Assessment	A1: Assessment Design	Teacher and students design a progression of assessments including diagnostic, formative, and summative as well as performance tasks that meet the DOK level of the standard and provide data to enhance learning. Assessments are aligned to the learning objective.
	A2: Formative Assessment	Teacher uses a variety of formative assessments throughout the class and adjusts instruction where appropriate, both in-the-moment and in future lessons. Students self-assess in relation to the quality criteria in order to understand progress towards aims.
	A3: Feedback	Teacher provides specific feedback that advances students' learning without "giving away" the answer. Students provide feedback to their peers. Students effectively self-assess, interpret feedback from peers or the teacher, and utilize feedback to identify next steps for learning.
	A4: Data Tracking	Teacher consistently implements multiple data tracking tools that allow both student and teacher to monitor growth. Students consistently manage and utilize data-tracking tools to advance their learning. Students or teacher may enhance or create new tracking tools.
Culture and Classroom Environment	C1: Student-Created Culture	Teacher and students collaborate to create a code of cooperation and other tools for building a positive classroom culture. Teacher and students track behavior and classroom culture to work towards continual improvement.

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	C2: Organization of Physical Space and Resources	The classroom is orderly and set up to consistently create a positive and developmentally-appropriate atmosphere that enhances learning. Students know the location and purpose for each resource in the classroom and are able to use them effectively and efficiently to enhance learning.
	C3: Teacher-Student Interactions	Teacher interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. Teacher interactions with students show a positive relationship with individual students and knowledge of students' individual needs. The teacher consistently creates opportunities for students to take on leadership roles within the classroom.
	C4: Student-Student Interactions	Students consistently model positive interactions that promote respect, fairness, and safety. Students respond positively and promptly to teacher redirection. Students respectfully redirect or support each other to make positive behavior choices. Students respectfully support each other in learning.
	C5: Behavior Expectations and Reflecting on Behavior	Teacher communicates clear behavioral expectations. Teacher verbal or non-verbal responses to student behavior are consistent, respectful, proactive, and specific. Students are able to articulate behavior expectations and make behavior adjustments independently. Students support each other to make important behavior adjustments by managing behavior systems or giving feedback to one another.
	C6: Systems and Procedures	Teacher plans and implements procedures and routines that are clearly documented and accessible for all to access that increase student learning. Minimal time is lost in transitions or from lack of understanding directions. Students are involved in the creation or implementation of procedures, take on leadership roles, or independently create or modify procedures to further classroom efficiency and learning.
	C7: Learning-Focused Culture	Classroom code of cooperation results in patterns of interaction that encourage risk-taking, collaboration, respect for divergent

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		thinking and students' cultures. Students self-monitor or remind one another of the code.
Instruction	I1: Articulation of Purpose of Learning	The teacher presents the learning objective, connects it to prior and future learning, explains the real-world relevance, and explains the criteria for successfully achieving the objective. Students are able to articulate and explain the learning objectives, significance, and criteria for successfully mastering the learning objective. Students may unpack standards into objectives. Instruction is aligned to learning objectives.
	I2: Student Ownership	Students are consistently enthusiastic. Students are able to set personal aims grounded in learning capacity matrices and articulate why they chose these aims. Students are able to explain the purpose of the learning activity as it connects to personal aims and learning plan. Student enthusiasm may go beyond the scope of a lesson to extended topics and applications.
	I3: Persistence	Students persist in completing tasks and exhibiting higher-order thinking skills. Students actively seek or create more challenging tasks and persist in completing them. Students create more challenging tasks to deepen learning for themselves and their peers.
	I4: Differentiation	Teacher uses multiple strategies - such as time, space, structure, and materials - to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.*
	I5: Scaffolding	Teacher effectively scaffolds learning activities based on DOK, student data, content, task or prior knowledge. Students utilize resources (including each other) to scaffold own learning. Students may design own learning plan with scaffolded learning steps.
	I6: Collaboration	Students effectively collaborate in pairs, groups, or as a whole class, with all students participating substantially. Students may participate through effective use of group or collaboration roles.
	I7: Equitable Participation	Teacher effectively uses strategies to ensure equitable and substantial participation from all

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		students. Teacher facilitates student-centered activities with student-to-student dialogue generally exceeding teacher-to-student dialogue. Students effectively lead discussions, debates, or other activities with academic dialogue.
	I8: Academic Vocabulary	Students consistently use correct academic vocabulary with occasional prompting from the teacher. Students consistently use and may teach academic vocabulary to other students.
	I9: Questioning	Teacher poses questions that are scaffolded to reach the DOK level of the standard and students' responses consistently match the level. Students ask questions of the teacher and of each other to advance their learning. Students appropriately challenge or add to each other's answers.
	I10: Teacher Knowledge of Content	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.*
	I11: Discipline-Specific Teaching Approaches	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit and on a daily basis.*
Professionalism and Development	D1: Reflecting on Practice	Teacher self-reflection is accurate and evidence-based. Teacher identifies next steps to continually improve. Teacher utilizes self-assessment to choose appropriate resources and development steps. Teacher develops reflection processes that improve teaching practice and shares processes with colleagues.
	D2: Feedback	Teacher welcomes feedback from students, colleagues, and administration and uses feedback to improve practice. Teacher actively seeks feedback and documents short- and long-term progress of improving practice in multiple areas.
	D3: Professional Development Participation	Teacher consistently participates in professional development opportunities and opportunities to observe others in practice, including site PD, all-

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		Ingenium PD, and lab classroom days. Teacher actively seeks and participates in professional development opportunities based on needs or interest and shares their learning with colleagues. Teacher documents how professional development impacts aims and teaching practice. Teacher may lead professional development at the school site, at the CMO-level, or external to the organization.
	D4: Collaboration	Teacher consistently collaborates during structured time and finds other opportunities and specific projects to collaborate on. Teacher effectively collaborates with specialist teachers, special education teachers, and administrators to improve student learning. Teacher may lead collaboration at the school site or CMO level. Teacher may seek collaboration beyond the organization and share the product of that partnership with peers to advance the organization.
	D5: School Communication	Teacher maintains accurate and systematic student records. Teacher communicates student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate, and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.*
	D6: Parent Partnerships	Teacher uses a system for parent communication to keep parents informed of students' academic and social-emotional progress and classroom events. Teacher responds to parent concerns and inquiries in a professional and timely manner. Students take part in communicating with parents, including facilitating student-led conferences. Parents are actively involved in the classroom community through volunteering or participation in classroom events.
	D7: Support of School, Ingenium, and State Curricula, Policies, and Initiatives	Teacher supports and has an understanding of school, Ingenium, and state initiatives. Teacher follows Ingenium policies and implements Ingenium curricula. Teacher makes adjustments as appropriate to meet whole-group and

“Restoring Joy and Meaning to Learning”

		individual needs without compromising an aligned curriculum. Teacher takes on leadership roles in developing and implementing school, Ingenium, and state initiatives.*
	D8: Ethics and Advocacy	Teacher's professional role towards adults and students is friendly, ethical, and professional and supports learning for all students, including historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.*
Ingenium Praxis	IP 1: System of Profound Knowledge	Use the System of Profound Knowledge to analyze situations and make decisions in the best interest of the systems for which you are accountable.
	IP2: Intrinsic Motivation	Understand and apply the five components of Intrinsic Motivation theory in managing the classroom by setting up structures and behaving in ways that result in intrinsically motivating environments for their students.
	IP 3: Continual Improvement	Use continual improvement theory, tools, and the PDSA process to study and improve learning, culture, environment, and the curriculum.
	IP 4: Profound Learning Experiences	Implement Profound Learning Experiences in the classroom to increase student ownership and engagement and enhance learning for all students.
	IP 5: Neuroscience	Continually seek out and use relevant research in neuroscience related to learning and the management of the classroom.

*From Center for Educational Leadership "5D+ Rubric for Instructional Growth and Teacher Evaluation"

A theme interwoven through many ITCM capacities is utilizing data to drive instruction. At ICS, one of the main instructional methods is to utilize data to provide targeted support to students.

Another key instructional strategy interwoven throughout the ITCM is understanding varied student needs and teaching with flexible learning strategies. Through the utilization of cooperative and flexible learning strategies, participation in small group activities promotes positive social development, responsibility, and academic interaction. Flexible learning strategies incorporate a variety of student grouping, as seen in the table below:

Table 1.8: Flexible Learning Strategies
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Teacher-Led	Student-Led	Performance Based Groups	Student Dyads/Pairs
Whole Class Instruction	Collaborative Groups	Group Study	Think-Pair-Share
Small Group Instruction	Ingenium Huddle	Interview for Options	Partner Turns
Students working alone in teacher directed activities	Four Corners		

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

14. Student Mastery of Content and Performance Standards

ICS' instructional approach supports student achievement of the objectives specified in the charter and mastery of the academic content standards in core curriculum areas as adopted by the State Board of Education ("SBE") pursuant to Education Code Section 60605 by the following processes:

- State Standards form the basis of all Profound Learning Experiences and capacity matrices. Students monitor their progress toward mastery of all of their grade level standards and make adjustments as necessary.
- Overall data trends are evaluated by student, by subgroup, by grade, and overall by teachers and site level administrators and discussions take place on a weekly basis regarding curricular adjustments and interventions to be utilized for struggling students as well as enrichment recommendations for high achieving students.
- Prior to the start of the school year and during professional development time over the course of the summer, teachers review the State Standards and refine the vista (scope and sequence) of standards for the year.
- All reporting is grounded in the State Standards. Student progress on standards is reported in relationship to a pacing guide for the year and a comparison to the class on the State Standards for students' grade level. All assignments, assessments, and projects are standards-based and all students focus on making progress towards their aims for mastering the State Standards throughout the school year.
- All internal benchmarks are aligned to the State Standards.

15. Technology

ICS has one-to-one Chromebooks for all students in grades 1-5, and one-to-two Chromebooks for all students in grades TK and K. cart for every two classrooms. This technology allows teachers to incorporate technology into their lessons to provide engaging learning experiences. Students use their Chromebooks in whole group settings, small group

"Restoring Joy and Meaning to Learning"

projects, and individual assignments to complete components of their profound learning experiences.

Teachers utilize Google Classroom to facilitate increased communication with their students. Within Google Classroom, teachers are able to share assignments, initiate class discussions, share resources, and provide constructive feedback to students. Along with Google Classroom, Google Drive is used to teach students how to appropriately and effectively use documents and slides.

Students compose assignments on documents, learning to use the functions within the program. They also prepare slides presentations that are visually stimulating and successful in conveying information. Along with slides, students are provided with tutorials that teach them about other programs including programming, inserting pictures and basic video production in the higher grades.

Each student is assigned an email address. They are encouraged to use this email to communicate with teachers, administration, and other students during assignments. Providing students with an email creates opportunity to develop digital citizenship among students as well as develops lifelong communications skills. Every student also uses their email address to log into iReady.

iReady assessments are administered online at the end of every quarter to determine student placement for intervention classes. iReady includes grade-level learning resources, which students use to improve their mastery of math and English.

To prepare students for computer-based state standardized assessments, ICS administers monthly iReady diagnostic or growth monitoring assessments. Additionally, in grades 3-5, students take the SBAC Interim Assessment Blocks (IABs) at least 4 times per year. This exposure to online testing formats ensures students build technology literacy necessary to appropriately capture thinking and knowledge on online assessments.

16. Graduation Requirements

Not Applicable

17. Credit Recovery

Not Applicable

18. WASC

Not Applicable

19. Transferability of Credits

Not Applicable

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Transitional Kindergarten

20. Transitional Kindergarten

ICS currently serves fifteen (15) students in transitional kindergarten. ICS admits transitional kindergarten students who meet the age mandates of Education Code Section 48000(c). Transitional kindergarten students meet the same immunization requirements as ICS's kindergarten students. The length of the transitional kindergarten day is the same as grades K-5. Transitional kindergarten students are taught by a California State credentialed teacher using any/all or a combination of California's Preschool Learning Foundations, California Preschool Curriculum Frameworks, California Academic Content Standards, and the Common Core State Standards for English Language Arts and Mathematics. Transitional kindergarten teachers will meet the credential requirements set forth in Education Code Section 48000(g). Transitional kindergarten students receive the same English Learner Curriculum as all ICS students, modified to be age and developmentally appropriate. In addition, transitional kindergarten students receive the same/similar academic and social supports as ICS's K-5 students.

Academic Calendar and Schedules


21. Academic Calendar


INGENIUM CHARTER School
 AN INGENIUM SCHOOL

2020 - 2021 School Calendar

August					September					October					November					December					January					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
			6	7		1	2	3	4				1	2	2	3	4	5	6		1	2	3	4						
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	
31					28	29	30			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	
18 = First Day of School 19-21, 24-25 = Minimum Days					7 = Labor Day (No School) 28 = No School 2, 9, 16, 23, 30 = Minimum Days					5 = All-Ingenuim PD (No School) 7 = Site PD Day (No School) 15-16 = Parent Conferences 14, 21, 28 = Minimum Days					11 = Veterans' Day (No School) 23-27 = Thanksgiving (No School) 4, 18 = Minimum Days					21-31 = Winter Break (No School) 2, 9, 16 = Minimum Days					1-6 = Winter Break (No School) 11 = All-Ingenuim PD (No School) 18 = MLK Jr. Day (No School) 13, 20, 27 = Minimum Days					
February					March					April					May					June										
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F						
1	2	3	4	5	1	2	3	4	5					1	2	3	4	5	6	7										
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11						
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18						
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25						
					29	30	31			26	27	28	29	30	31					28	29	30								
15 = President's Day (No School) 3, 10, 17, 24 = Minimum Days					4, 5 = All-Ingenuim PD (No School) 3, 10, 17, 24 = Minimum Days 25 = Parent Conferences 29-31 Spring Break 26 = Cesar Chavez Day Observed					1-2 = Spring Break (No School) 7, 14, 21, 28 = Minimum Days					10 = Site PD Day (No School) 31 = Memorial Day (No School) 5, 12, 19, 26 = Minimum Days					10 = Last Day of School 2-9 = Minimum Days										

Meaning of Symbols

32	No School
6	No School - PD Day
42	Minimum Day
	First Day of School Last Day of School

Grading Periods:

End of Quarter 1: Oct. 9
 End of Quarter 2: Dec. 18
 End of Quarter 3: Mar. 19
 End of Quarter 4: Jun. 4

Grading Periods:

End of Quarter 1: Oct. 9
End of Quarter 2: Dec. 18
End of Quarter 3: Mar. 19
End of Quarter 4: Jun. 4

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22. Sample Daily Schedule

Regular Schedule (M, T, Th, F)

TK/K (Monday, Tuesday, Thursday, Friday)

8:00am-9:00am	Morning Circle/Math
9:00am-9:20am	Recess
9:20am-11:00am	ELA/Designated ELD
11:00am-11:40am	Lunch
11:40am-12:30pm	ELA/Integrated ELD
12:30pm-1:15pm	PE
1:15pm-2:35pm	Science/Social Science/Art

1st Grade (Monday, Tuesday, Thursday, Friday)

8:00am-9:25am	Morning Circle/Math
9:25am-9:45am	Recess
9:45am-11:20am	ELA/Designated ELD/Integrated ELD
11:20am-12:20pm	Science/Social Science
12:20pm-1:00pm	Lunch
1:00pm-1:15pm	Reading
1:15pm-2:00pm	PE
2:00pm-2:35pm	Art

2nd/3rd Grade (Monday, Tuesday, Thursday, Friday)

8:00am-9:00am	Morning Circle/Math
9:00am-10:15am	ELA/Designated ELD/Integrated ELD
10:15am-10:35am	Recess
10:35am-11:20am	ELA/Designated ELD/Integrated ELD
11:20am-12:20pm	Science/Social Science
12:20pm-1:00pm	Lunch
1:00pm-1:15pm	Reading
1:15pm-2:00pm	Art
2:00pm-2:35pm	PE

4th/5th Grade (Monday, Tuesday, Thursday, Friday)

8:00am-9:15am	Morning Circle/Math
9:15am-9:50am	ELA/Designated ELD/Integrated ELD
9:50am-10:10am	Recess
10:10am-10:55am	ELA/Integrated ELD
10:55am-11:40am	PE
11:40am-12:20pm	Lunch
12:20pm-1:00pm	ELA/Integrated ELD
1:00pm-1:45pm	Science/Social Studies
1:45pm-2:35pm	Art

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Minimum Days (Wednesday)**TK/K**

8:00am-9:00am	Morning Circle/Math
9:00am-9:20am	Recess
9:20am-11:00am	ELA/Designated ELD
11:00am-11:20am	Lunch
11:20am-12:00pm	ELA/Integrated ELD
12:00pm-12:45pm	Science/Social Science/Art

1st Grade

8:00am-9:25am	Morning Circle/Math
9:25am-9:45am	Recess
9:45am-11:25am	ELA/Designated ELD
11:25am-11:45am	Lunch
11:45am-12:00pm	Reading
12:00pm-12:45pm	Science/Social Science/Art

2nd/3rd Grade

8:00am-9:00am	Morning Circle/Math
9:00am-10:15am	ELA/Designated ELD/Integrated ELD
10:15am-10:35am	Recess
10:35am-11:25am	ELA/Designated ELD/Integrated ELD
11:25am-11:45am	Lunch
11:45am-12:45pm	Science/Social Science/Art

4th/5th Grade

8:00am-9:15am	Morning Circle/Math
9:15am-9:50am	ELA/Designated ELD/Integrated ELD
9:50am-10:10am	Recess
10:10am-11:50am	ELA/Integrated ELD
11:50am-12:10pm	Lunch
12:10pm-12:45pm	Science/Social Studies

23. Instructional Minutes*Table 1.9: Instructional Days and Minutes Calculator*

Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
Yes	133	335	0	0	42	245	0	0	175	36000	54845	18845
Yes	133	335	0	0	42	245	0	0	175	50400	54845	4445
Yes	133	335	0	0	42	245	0	0	175	50400	54845	4445
Yes	133	335	0	0	42	245	0	0	175	50400	54845	4445
Yes	133	335	0	0	42	245	0	0	175	54000	54845	845
Yes	133	335	0	0	42	245	0	0	175	54000	54845	845
No									0	54000	0	-54000
No									0	54000	0	-54000
No									0	54000	0	-54000
No									0	64800	0	-64800
No									0	64800	0	-64800
No									0	64800	0	-64800
No									0	64800	0	-64800

24. Early College Attendance

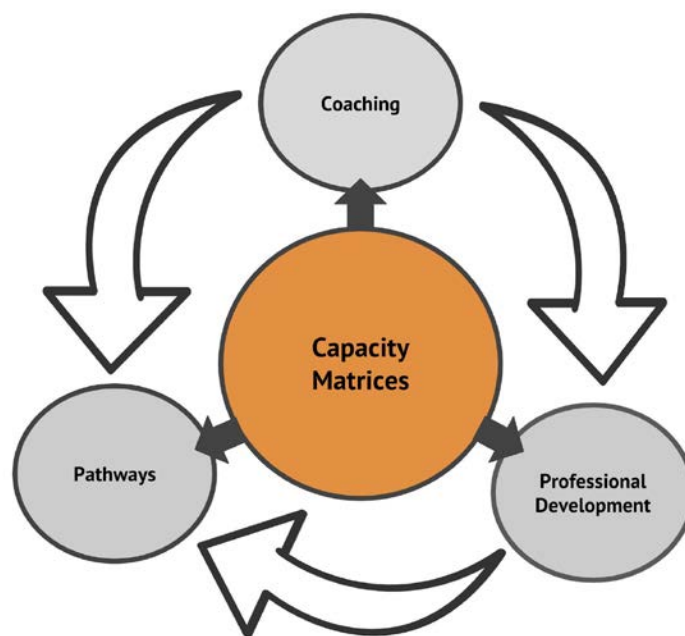
Not Applicable

Professional Development**25. Professional Development**

The Ingenium Schools Staff Development System is the overarching system of interrelated tools and supports that enables a staff member to continually improve, find joy and meaning, and be intrinsically motivated in their work. The Teacher Development System is the system of interrelated tools specifically for teachers.

The following diagram shows the relationship between four important pieces to the Staff Development System: Capacity Matrices, Coaching, Professional Development, and Career Pathways.

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Capacity Matrices

The Ingenium Teacher Capacity Matrix (ITCM) is the foundation for all components of the teacher development system and is a tool that articulates the specific aims and capacities of a teaching at Ingenium Schools. The tool is used to translate job responsibilities into meaningful capacities that can be developed through the supports of the teacher development system. Teachers use the capacity matrix to examine evidence of learning and work and self-assess. Coaches and supervisors utilize capacity matrices to plan professional development, coaching, and career pathways.

Coaching

Coaching is a form of development in which a coach (generally, the principal or assistant principal) supports a teacher in achieving a specific professional aim that is grounded in the Ingenium Teacher Capacity Matrix by providing training, guidance, and feedback. Coaches and teachers utilize an online platform, Teachboost, to record all coaching interactions and activities. Within coaching, leaders utilize a Coaching Cycle, which involves observations, staff self-assessment, coaching conversations, targeted feedback, and reflection. Throughout the year, a teacher will generally complete two coaching cycles with his/her coach as they work toward improving on two aims.

With the support of his/her coach, a teacher will set a professional Aim. An aim is the area of focus for improvement for a coaching cycle. An aim is based on evidenced student learning need and evidence of teacher practice, grounded in the capacity matrix, and articulates clear outcomes connected to student achievement.

There are a number of types of observations utilized in coaching cycles. Coaches use an Evidence-Gathering Observation in two ways:

- **Initial** - Longer observation, scripted/objective evidence on all aspects of teaching and learning in the classroom. Used to gain information and insight

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- **Aim-focused** - Longer observation, scripted/objective evidence on teacher aims. used to gain information and insight into the teacher's practice specifically related to the areas of focus. Can be utilized to launch a targeted feedback cycle.

Coaches also utilize Targeted Observations, which are short observations that gather evidence specific to targeted implementation intention. An Implementation Intention is a tangible next step in the pathway of continual improvement that clearly articulates what a teacher is going to do, when, and what a coach can look for as evidence. Implementation intentions often help break down a larger aim into manageable next steps.

In addition, coaches and other staff will use Informal Visits, which are frequent and short, as a way to reduce teacher anxiety, get to know students, and increase teachers' confidence in the principal understanding teacher practice.

Coaches will utilize a Targeted Feedback Cycle at times as a small component within a larger coaching cycle. A Targeted Feedback Cycle is a series of short conversations and observations aimed at providing feedback around a small piece of an aim.

At the beginning and end of coaching cycles, teachers are asked to complete a Self-Assessment, which is the process of utilizing evidence (observation, student data, artifacts, student work) to determine the level of metacognition on a capacity matrix. Teachers utilize the following:

Capacity Matrix Self-Assessment Levels of Metacognition

- **Information:** the learner has factual knowledge about the concept and can recall data and facts. At this level, the learner can recall information, bring to mind the appropriate material at the appropriate time, respond to questions, name, list, tell, define, label, describe who, when what, how many/much, and recall or identify terminology and know the meaning of keywords.

¹ From "Learning and Improvement Guide: Capacity Matrices" from Quality Learning Australia, copyright 2009.

- **Knowledge:** the learner has conceptual knowledge about a concept and can know and comprehend. At this level, the learner can comprehend and understand what is being communicated and make use of the ideas, answer questions by restating or reorganizing material, explain to others, translate information into their own words, give an example, interpret what is being communicated, recognize and extract information, describe the most important idea, what will probably happen, what caused it, compare and contrast, show they understand the terminology.

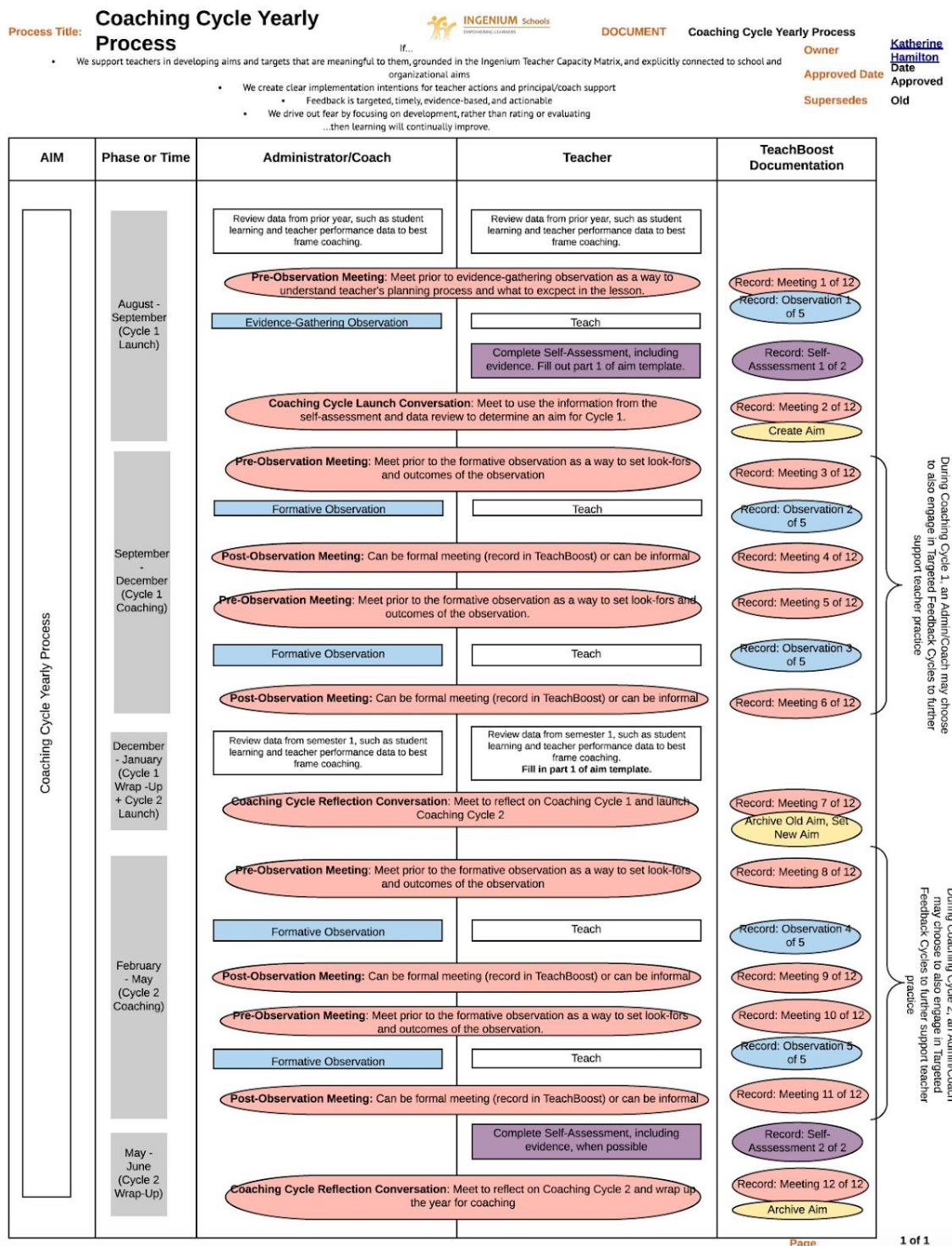
- **Know-how:** the learner has procedural knowledge about the concept and can analyze. At this level, the learner can use the ideas methods, concepts, principles, and theories in new situations in a practical, 'hands-on' way, methodically examine ideas and concepts, break down information into component parts or principles,

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in order to make organization of the whole clear, and explain each of the parts, discuss, uncover, and dissect, take knowledge that has been learned and apply it to a new situation, use an idea not when told to do so, but when the situation requires it.

- **Wisdom:** the learner has metacognitive knowledge at this level and can synthesize and evaluate. At this level, the learner can understand when it is appropriate to apply the knowledge to a new application, put together parts and elements into a whole which requires original, creative thinking, recognize new problems and how to solve them, create plans, hypotheses, models, and understand how components work together to create something new, study situations and weigh the consequences of applying either this or other knowledge, put ideas together to create something, discuss, debate, compare, contrast, generalize, and formulate abstracts, present a substantiated viewpoint.

At Ingenium schools, the following yearly process is utilized to provide robust coaching to all teachers:



The year begins with a launch of the first coaching cycle. Both the teacher and coach will independently review data from the prior year to have an understanding of teacher strengths, areas of growth, and student learning needs.

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The coach will schedule an Evidence Gathering Observation with the teacher and have a short Pre-Observation Meeting to review the teacher's planning process and what they can expect to see when they are in the teacher's classroom.

During the Evidence Gathering Observation, the coach will take objective, scripted notes on all facets of the learning experience, including the classroom environment, culture, assessment, and learning activities.

After the Evidence Gathering Observation, the coach will tag scripted evidence to capacities on the Ingenium Teacher Capacity Matrix. They may also include evidence from the pre-observation meeting. The coach will articulate some observations (noticings) and wonderings as they process the evidence. The coach will share all tagged evidence with the teacher. Using all of this evidence, the coach will begin to formulate ideas about the teacher's aim and how to best leverage teacher improvement to address areas of student need.

The teacher, utilizing the evidence from the Evidence Gathering Observation as well as any other evidence they may have of their practice, will complete a Self-Assessment on the Ingenium Teacher Capacity Matrix. The teacher will also review the questions for the aim-setting conversation so they will have an idea of the student learning needs and how their aim may best address student learning.

The coach and teacher will meet again together to have the Coaching Cycle Launch Conversation. They will work together to clearly articulate the teacher's aim, grounded in the Ingenium Teacher Capacity Matrix.

The rest of the observations and meetings during this coaching cycle will only focus on the teacher's aim and the capacities that connect to this aim.

Throughout the cycle, the coach will complete at least two Formative Observations. For a formative observation, the coach will schedule the observation at a time in which they can specifically see evidence related to the teacher's aim. The coach and teacher will meet in a Pre-Observation Meeting to review the teacher's planning and discuss what the coach can expect to see. The teacher can help frame what they would like the coach to look for to help push their practice.

In the Formative Observation, the coach will script objective evidence related to the teacher's aim. They will tag this evidence to the capacities connected to the aim, and they will formulate observations and wonderings that are designed to push a teacher's thinking and reflection.

The coach and teacher will review the evidence and observations and wonderings in a Post-Observation Meeting. The teacher will respond directly to the wonderings to help give more context to the teacher's decisions or help them reflect on improvements. They will informally set the date and time for the next observation.

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As needed, a coach may also provide some targeted observations and feedback in order to help a teacher who is “on the verge” of achieving a new instructional aim.


The coach and teacher will wrap up the first coaching cycle and launch the second coaching cycle of the year in December and January. During this process they will mimic the cycle launch from the beginning of the year, but rely heavily on the data gathered from August - December of the current school year. They will both review data from semester 1 including student learning data and teacher performance data to understand how they may want to adjust the teacher's aim. The coach and teacher will meet together in a Coaching Cycle Reflection Conversation to reflect on the first coaching cycle and launch cycle two.

Throughout the second cycle, the coach will again host at least two Formative Observations, which include a Pre-Observation Meeting and Post-Observation Meeting.

At the end of the year, as teachers are wrapping up their second coaching cycle, they will review all evidence from the year and complete a second Self-Assessment. The coach and teacher will meet together for a final Coaching Cycle Reflection Conversation to reflect on coaching cycle two and wrap up the year of coaching.

Professional Development (PD) is the series of learning experiences provided to staff members to improve on their capacity matrix. Professional development is offered through All-Ingenium PD days, Site PD days, weekly PD (Wednesday afternoons), lab classroom days, collaboration meetings and work sessions, and external trainings and conferences. Professional development is aligned to the aims and needs of staff according to the capacity matrix.

Table 1.10: Ingenium Schools Monthly PD Guidelines

Breakdown of PD Types		Useful Tips/Tools: 
All-Ingenium PD Days	6	<ul style="list-style-type: none"> • PD Quality Criteria • National School Reform Faculty Protocols
Whole Day Site PD Days	5	
Wednesday Site-Directed PD Days	17 LAUSD 20 CUSD	
Wednesday Teacher Collaboration (PLC) Days	17	
Wednesday Teacher Directed Days	4	
Wednesday Home Office Directed Days	4	

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Q U A R T E R 1	August	
	Professional Learning: <ul style="list-style-type: none"> <input type="checkbox"/> Initial Yearly Site Data Analysis <input type="checkbox"/> Coaching Launch PD (ITCM connections) <input type="checkbox"/> MTSS behavioral support (initial) <input type="checkbox"/> PLC intro work 	Staff Meeting: <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan kick-off <input type="checkbox"/> Mandated Trainings (CPR, Safe Schools) <input type="checkbox"/> ELPAC - initial plan <input type="checkbox"/> PLP Process <input type="checkbox"/> Calendar of school events <input type="checkbox"/> Emergency Safety Plans <input type="checkbox"/> Internal Assessment Suite Info & Plan <input type="checkbox"/> Review Snapshots (grade level teams) <input type="checkbox"/> EdTech Processes: PowerSchool, GoGuardian, Scoot, etc.
	September	
	Professional Learning: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying EL Students & Starting Progress Monitoring/Review Revised EL Progress Monitoring <input type="checkbox"/> LXM 3.0 Training and Learning (site by site PD) 	Staff Meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Suicide Prevention School Site Process
	October	
Q U A R T E R 2	Professional Learning: <ul style="list-style-type: none"> <input type="checkbox"/> PLC Focus: review internal assessment suite Q1 data <input type="checkbox"/> Determining IAB Processes and learning how to use them to inform instruction 	Staff Meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Parent Conferences <input type="checkbox"/> Report Card Processes <input type="checkbox"/> EL Progress Monitoring <input type="checkbox"/> Active Shooter Training <input type="checkbox"/> Great Shakeout Prep <input type="checkbox"/> RISC assessment training
	November	
	Professional Learning: <ul style="list-style-type: none"> <input type="checkbox"/> Special Education Workshop (rotation/choices) 	Staff Meeting: <ul style="list-style-type: none"> <input type="checkbox"/> YouthTruth survey (how to give to student) <input type="checkbox"/> YouthTruth survey (staff taking)
	December	
	Professional Learning: <ul style="list-style-type: none"> <input type="checkbox"/> ITCM learning/check-in and mid-year reflection 	Staff Meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Report Card Processes <input type="checkbox"/> School Improvement Plan checkpoint

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Q U A R T E R 3	January	
	Professional Learning: <input type="checkbox"/> PLC Focus: review internal assessment suite Q2 data	Staff Meeting:
	February	
	Professional Learning: <input type="checkbox"/> Special Education Workshop (rotation/choices) <input type="checkbox"/> IAB Processes and check-in	Staff Meeting: <input type="checkbox"/> ELPAC designated supports
	March	
	Professional Learning: <input type="checkbox"/> PLC Focus: review internal assessment suite Q3 data	Staff Meeting: <input type="checkbox"/> Parent Conferences <input type="checkbox"/> CAASPP - training 1; schedule, designated supports <input type="checkbox"/> Report Card Processes
Q U A R T E R 4	April	
	Professional Learning: MTSS Best Instructional Practices	Staff Meeting: CAASPP-2; test admin and security CAASPP-3; finalize supports LCAP Review Take Coaching-Key Admin Practice Survey
	May	
	Professional Learning: Professional Learning Communities Return Self-Reflections Goal Setting	Staff Meeting: YouthTruth survey: students YouthTruth survey-staff LCAP Feedback Open Enrollment Master Schedule Work Report Card Processes Rosters EL Progress Monitoring
	June	
	Professional Learning:	Staff Meeting:

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	PLC Focus: Review internal assessment suite Q4 data	Enrollment support over summer
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Career Pathways

Career Pathways are articulated trajectories that enable staff to achieve professional aims. Career pathways enable staff members to build skills, knowledge, and capacity to move laterally or forward in their career. Current career pathway roles are Teacher Leader and Teacher on Special Assignment. Teacher Leaders are teachers who teach full time but take on extra, compensated responsibility outside of the classroom, such as being a mentor teacher, lab classroom teacher, or instructional technology guru. Teachers on Special Assignment are teachers who step out of the classroom on a temporary basis to fulfill a demonstrated need, such as a dean of students.

Ingenium professional development is aligned with organization and school focus areas/aims as well as the professional aims that teachers establish in their coaching, all of which is grounded in the Ingenium Teacher Capacity Matrix. The aim of the Teacher Development System is to provide the support and resources necessary for teachers to continually improve and to serve all students. Teacher quality is the number one factor in student achievement, and through a robust professional development plan and overall teacher development system, ICS teachers are equipped to deliver the educational program and support student achievement.

Ingenium Charter School's professional development is made up of these offerings:

- **Ingenium-Wide Professional Development Sessions:** This professional development is provided by the Ingenium Schools organization and includes four meetings per year (August prior to school starting, October, January, and March) in which all teachers meet to learn and reflect on organization-wide focus areas, receive training on curricular resources and instructional strategies, and collaborate with organization-wide teacher teams to better meet the needs of all students and improve teaching and learning.
- **Site-Based Professional Development Sessions:** This school-site professional development is planned and implemented by Ingenium Charter School administrators and teacher leaders. ICS' professional development occurs weekly on Wednesday afternoons, in days prior to the school year, and at several system- and school-wide professional development days during the school year. For the 2019-20 school year, there are 17 directed PD days led by presenters, 17 PLC days in which teacher teams meet to analyze student data on common assessments and plan for Tier 1 and Tier 2 instruction accordingly, 4 days in which the Ingenium organization leads a session for feedback/training, and 4 days that are teacher-directed for individual professional growth.
- **External Professional Development:** Ingenium has a process in place for teachers to request to attend professional development or conferences outside of Ingenium

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Schools. Teachers thus far have attended Cognitive Coaching, Arts Planning, TCRWP Institutes, Co-Teaching Site Visits, and more.

- **Lab Classroom:** The lab classroom is an innovative professional development practice at Ingenium Schools. Small groups of teachers observe more experienced teachers to learn new practices to apply to their own classroom. Teachers reflect on their own aims and receiving coaching throughout the day of how they will implement new practices.

Table 1.11: 2020-2021 Professional Development Calendar (Subject to Change)

Date	Time	Type	Topic
8-10-20	8:30 AM – 3:30 PM	Teachers	Welcome and Introductions Dedicating Self to Charter School Vision and Mission Culturally Relevant Pedagogy School Operations, Culture, Instruction Structures
8-11-20	8:30 AM – 3:30 PM	Teachers	Eureka Math & Academic Vocabulary Kit
8-12-20	8:30 AM – 3:30 PM	Teachers	Caring Schools Community Trauma Informed Practices
8-13-20	8:30 AM – 3:30 PM	Teachers	Instructional Differentiation EL, SWD, SED IEP Meeting Training Trauma Informed Instruction Response to Intervention Progress Monitoring
8-14-20	8:30 AM – 3:30 PM	All Staff	Welcome Back & Introductions Dedicating Self to Charter School Vision and Mission Social Emotional Learning How to engage with and guide ALL students Required Trainings: Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens

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Date	Time	Type	Topic
			School Operations and First Day Specifics
8-17-20	1:35-3:35 PM	All Staff	First Day of School Debrief
8-19-20	1:35-3:35 PM	Teachers	Review of Formative Assessments Understanding Data from Assessments Introduction to Assessments: NWEA MAP
8-26-20	1:35-3:35 PM	Teachers	Introduction to Walkthrough Objectives: Student Look Fors, Teacher Look Fors
9-2-20	1:35-3:35 PM	All Staff	Ingenium Learning Experiences
9-9-20	1:35-3:35 PM	Teachers	Professional Learning Communities Review of Formative Assessments
9-16-20	1:35-3:35 PM	Teachers	Trauma Informed Instruction Collaborative Learning Strategies
9-23-20	1:35-3:35 PM	Teachers	Professional Learning Communities Review of Formative Assessments Review of NWEA MAP Assessments
9-30-20	1:35-3:35 PM	Teachers	Eureka Math Curriculum and Fluency Strategies
10-7-20	1:35-3:35 PM	All Staff	Best Instructional Strategies for EL, SWD, SED
10-14-20	1:35-3:35 PM	Teachers	Professional Learning Communities Review of Formative Assessments

“Restoring Joy and Meaning to Learning”

Date	Time	Type	Topic
10-21-20	1:35-3:35 PM	Teachers	Response to Intervention (RtI) Student Success Team Training IEP Meeting Training Review of Trauma Informed Instruction
10-28-20	1:35-3:35 PM	Teachers	Professional Learning Communities
11-4-20	1:35-3:35 PM	All Staff	ELA/ELD Curriculum and SDAIE Strategies
11-18-20	1:35-3:35 PM	Teachers	Professional Learning Communities
12-2-20	1:35-3:35 PM	All Staff	Student Support and Progress Team Best Instructional Strategies for Gifted and High Achieving Students
12-9-20	1:35-3:35 PM	Teachers	Professional Learning Communities
12-16-20	1:35-3:35 PM	Teachers	Review of Trauma Informed Instruction
1-11-21	8:30 AM – 3:30 PM	All Staff	Professional Learning Communities
1-13-21	1:35-3:35 PM	Teachers	Review of GLAD Strategies (ELD)
1-20-21	1:35-3:35 PM	Teachers	Professional Learning Communities
1-27-21	1:35-3:35 PM	Teachers	Application of ELPAC Task Types (ELD)
2-3-21	1:35-3:35 PM	All Staff	Professional Learning Communities
2-10-21	1:35-3:35 PM	Teachers	Ingenium Learning Experiences Review – Connections to EL

“Restoring Joy and Meaning to Learning”

Date	Time	Type	Topic
2-17-21	1:35-3:35 PM	Teachers	Review of Individual Learning Plans
2-24-21	1:35-3:35 PM	Teachers	Professional Learning Communities
3-3-21	1:35-3:35 PM	All Staff	ELPAC Protocols, Preparation, Support
3-10-21	1:35-3:35 PM	Teachers	Professional Learning Communities Instructional Differentiation Best Practices
3-17-21	1:35-3:35 PM	Teachers	SBAC Preparation and Use of IABs
3-24-21	1:35-3:35 PM	Teachers	Professional Learning Communities PBL Best Practices
4-5-21	8:30 AM – 3:30 PM	All Staff	Culturally Relevant Pedagogy
4-7-21	1:35-3:35 PM	Teachers	Review of NWEA MAP Assessments RtI Review of Interventions
4-14-21	1:35-3:35 PM	Teachers	Professional Learning Communities
4-21-21	1:35-3:35 PM	Teachers	SEL Review and Share of Best Practices Behavioral Incident Data Review and Plan for Behavioral Success
4-28-21	1:35-3:35 PM	Teachers	LCAP Workshop
5-5-21	1:35-3:35 PM	All Staff	SBAC Preparation: Target Student Groups
5-12-21	1:35-3:35 PM	Teachers	Review of Social Emotional Learning

“Restoring Joy and Meaning to Learning”

Date	Time	Type	Topic
5-19-21	1:35-3:35 PM	Teachers	Review of Learning by Doing
5-26-21	1:35-3:35 PM	Teachers	End of Year Support Protocols
6-2-21	1:35-3:35 PM	All Staff	Review of EL Progress and SWD Progress
6-9-21	1:35-3:35 PM	Teachers	Review of Ingenium Learning Experiences Filling out Student Records
6-14-21	8:30 AM – 4:30 PM	Teachers	Review of Formative and Summative Data, NWEA, RtI and Develop Schoolwide and Individual SMART Goals for 2021-2022 Based on Student Need

26. Recruit and Develop Qualified Teachers

ICS believes that all of its employees play an important role in creating a positive, successful learning environment. ICS will recruit professionals to fill administrative, instructional and non-instructional roles based on a demonstrated commitment to excellence and a shared belief in ICS's vision and mission. ICS is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract persons worthy of trust to careers in education.

The recruitment process will consist of a variety of announcements to attract a diverse teaching staff, such as sharing at teacher recruitment fairs, email networks, graduate schools of education, and website postings (Ed-Join, the school's website, California Charter Schools Association, Charter Schools Development Center). ICS may also advertise in community and regional newspapers. ICS explores partnerships with other university credential or graduate programs. The development of qualified teachers will follow the previously discussed the professional development section. Each new teacher is mentored by a veteran teacher who meets with the veteran teacher at least weekly for the first eight weeks of the school year, then monthly for the remainder of the first year. All new teachers are provided an opportunity to clear his/her credential.

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Meeting the Needs of All Students

English Learners

27. English Learners

Process for Identifying English Learners

At the time of enrollment, parents fill out a Home Language Survey (“HLS”). The HLS is used to determine the primary language of the student. The home language survey is available in English and Spanish. All students, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent’s signature and date.

If on the HLS it is indicated that a language other than English is spoken, the student is assessed within 30 days of enrollment in the areas of listening, speaking, reading, and writing using the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC results determine the English language proficiency level of the student.

If the person administering the HLS has a reason to believe the student has had significant non-English exposure, that the HLS was completed incorrectly, or that there may actually be a home language other than English present, the school administrator or designee must research the student’s home language background using the following indicators, as well as consultation with the student’s parent:

- Parent/guardian requires an interpreter to communicate in English.
- Parent/guardian speaks to their child in a language other than English.
- A language other than English is used to fill out the HLS, including spelling the word “English” in another language.
- Student initiates interaction with parents/guardians in a language other than English
- The student is in the care of a person who speaks a language other than English while parents/guardians are at work.
- A student who is enrolled in a mainstream English program designated for students with fluent-English proficiency demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If it is determined that there is reasonable doubt, the school must add a note to the HLS and administer the ELPAC Initial Assessment.

For students who are transferring from a California school, the HLS shall be administered only for interim informational purposes. The only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school. While records are in transit, the school shall mark the student as “TBD” in PowerSchool. Upon the receipt of student transfer records, the student’s language status as determined by the originating school shall be honored.

ELD Program

All parents of English learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also

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be provided with a full written description of programs, including educational materials used in these programs and their entitlement to request an alternative program. The information must be provided in a language that parents understand. Such a notification shall accompany the parent notification of assessment results within 30 days of the beginning of the school year.

All English learners must be placed in English language classrooms unless a signed parental exception waiver is submitted (with the exception of students in Special Education) and program option availability. The Individual Education Program (“IEP”) team determines placement of each Special Education student, regardless of language proficiency.

Structured English Immersion

This instructional model of Structured English Immersion (“SEI”) is designed for English Learners whose English language proficiency is between the beginning and low intermediate levels and whose parents did not elect the Alternative Program. The aim of SEI is acquisition of English language skills to support proficiency in the core content so that ELs can succeed in a Mainstream English classroom. This is achieved through daily Designated ELD instruction informed by student language needs and the CA ELD Standards working in tandem with the Common Core State Standards. ELs who are “less than reasonably fluent” (i.e., overall ELPAC levels 1-2) are placed in the SEI program, unless another instructional program option is requested by the parent/guardian. When there is a sufficient number of ELs in a grade level, SEI classrooms should be comprised of 100% English Learners during ELA/Literacy and Designated ELD. Structured English Immersion is the designated default placement for ELs who are “less than reasonably fluent” (ELs at overall ELPAC levels 1-2). All English learners (overall ELPAC levels 1-2) in Structured English Immersion receive daily Designated ELD instruction at their overall ELPAC level for a minimum of 60 minutes. In classes where there is more than two overall ELPAC levels, teaming for Designated ELD must occur to ensure ELD instruction is delivered at the student’s language proficiency level. English Learners are clustered by English language proficiency level and with EO, IFEP and RFEP students during core content such as Math, Science, etc.

Pursuant to California Education Code Sections 300-340, English Learners are to be instructed “overwhelmingly” in English. Primary language is used for clarification, support and reinforcement. The aim of the Structured English Immersion Program is for the English Learners to demonstrate “reasonable fluency” in English while learning most of the grade-level content standards in the core curriculum areas.

Program Requirements:

- Parents must be notified of the placement of their child in a Structured English Immersion program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Program.
- Core subject instruction in language arts, math, science, and social science is “overwhelmingly” taught in English through Integrated ELD.
- It is recommended that primary language support be provided as appropriate for equitable access to core content.

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- All English Learners receive daily Designated ELD instruction at each student's specific level of proficiency by an appropriately certified teacher (CTEL/CLAD/BCLAD).

English Language Mainstream Program

English learners who have been assessed as having attained a good working knowledge of English (upper Intermediate - Advanced) may be placed in Mainstream English Program classrooms. For most students, the regular English program represents a continuation of the Structured English Immersion Program or students may be placed in this program by parent request. The ELD focus of the program is students at ELPAC level 3 and 4. The aim of this program is to ensure that ELs progress linguistically and academically to meet the CA ELD Standards used in tandem with grade-level CA Common Core State Standards as they transition from Structured English Immersion. This program is also appropriate for RFEPs, IFEPs & EOs. English learners in this program receive English Language Development from the classroom teacher until they are reclassified as English proficient. English is the language of instruction for all subjects with no primary language support.

All EL students (overall ELPAC levels 3-4) in Mainstream English (ME) must receive daily Designated ELD instruction for a minimum of 45 – 60 minutes. In classes where there are ELs with more than two overall ELPAC levels, teaming for ELD must occur to ensure ELD instruction is delivered at the student's language proficiency level.

Program Requirements:

- Parents must be notified of the placement of their child in an English Language Mainstream English Program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Program.
- Students have attained a good working knowledge of English
- Students may be placed in this program based on achievement on the ELPAC assessment or by parental request. For English Learners placed in Mainstream Programs by parental request who have not met program criteria, Designated ELD will be provided daily at the student's specific level of English proficiency.
- Core instruction in language arts, math, science and social science is taught in English using Ingenium materials through Integrated ELD.
- All English Learners receive daily Designated ELD instruction at each student's specific level of proficiency by an appropriately certified teacher (CTEL/CLAD/BCLAD).

Alternative Program

English Learners whose parents have been granted parental exception waivers are placed in an Alternative Program. The site administrator needs to anticipate the number of parents who are likely to request waivers for their child to be in a Transitional Bilingual Class, and/or Dual Language class, and must establish the appropriate number of classes. Currently, there are no EL whose parents have requested a parental exception waiver. When waivers are granted for continuing students, the site administrator will assign students to identified alternative program classes. For new enrollees, the site administrator needs to anticipate the number of parents who are likely to request waivers and identify classes that are likely to “Restoring Joy and Meaning to Learning”

convert to an alternative program after the initial 30-day period of Structured English Immersion. When the required 30-day period is completed, the site administrator will assign students with waivers to classes as likely to convert to an alternative program. When parents of at least 20 EL students have been granted waivers for one given grade, the school site administrator must form an alternative program class. When parents of at least 20 EL students in two consecutive grades have been granted a waiver, the school administrator has either the option to form a combination alternative program class or let the parents know that the child will be placed on a waiting list pending formation of a single grade alternative program class with 20 students.

Access to Core Curriculum

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the three levels of English proficiency. Each ELD standard is tied to one or more of the grade level Common Core English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. Students are expected to be reclassified and meet the same grade-level standards as native English speakers are expected to master.

The programs for English Learners are designed to enable English learners to acquire English and learn grade-level academic content. Students enrolled in any of the program models are expected to master the ELD standards and meet grade-level standards in the core academic subject areas through Integrated ELD. As a result, it is necessary to ensure English learners have access to core content instruction. Within a reasonable amount of time, students in the Alternative Program are expected to meet the same grade-level standards.

English Learners' progress toward meeting ELD standards and grade-level standards in the core subject areas are assessed using multiple measures. They are:

- Writing tasks
- iReady
- On-going, standards-based classroom assessments

Ingenium primarily uses GLAD strategies to support integrated ELD and comprehensible input for students. Teachers also utilize Specially Designed Academic Instruction in English (SDAIE) to provide students access to the core curriculum through a content-based and scaffolded program.

GLAD strategies provide students with instructional routines that teach language contextually using the California Common Core standards. These strategies focus on the development of academic language. Teachers use GLAD strategies to build knowledge and provide comprehensible core content instruction. Additionally, GLAD strategies provide students with many opportunities to practice using vocabulary and academic language as well as opportunities to be effective readers and writers too.

“Restoring Joy and Meaning to Learning”

Teachers use visual scaffolds such as graphic organizers, employ pre-teach and reteach activities using flexible grouping strategies, and provide an individualized learning experience for students depending on their location on the English language continuum. The instructional program is based on the California ELD instructional framework and standards. Students receive academic support during class on an individual and small group basis.

Evaluation of Program

In order to ensure that English Learners are receiving a program of instruction in accord with parent choice and Ingenium design, the School conducts regular observations of classroom instruction. These observations are intended to result in consistent program implementation across the school, as well as provide support and coaching to teachers.

The principal and/or designees perform monthly observations of all classes which include English Learners. These observations are conducted with the use of observation tools to ensure that teachers: 1) Provide daily Designated ELD 2) Follow the state's ELD standards, 3) Provide Integrated ELD and utilize GLAD strategies, and 4) Student progress is being monitored on a consistent basis. These observation checklists are reviewed collaboratively by administration and the ELD Coordinator.

In addition, the ELD Coordinator and Instruction reviews site documentation for each EL program compliance area during site visits to the school, occurring at least semi-annually. These visits include a review of the procedures and expectations delineated in this document.

Through the Ingenium Schools assessment program, the Director of Curriculum and Instruction and ELD Coordinator carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, the School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Ingenium Schools assessment practices with respect to English Learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of each instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually by the Director of Curriculum and Instruction, ELD Coordinator and Administration. This team studies the data and makes

“Restoring Joy and Meaning to Learning”

plans for improvement. This data and future plans which are then shared with the local Board of Trustees and ELAC members.

Reclassification Criteria

California Education Code Section 313 and Title 5, California Code of Regulations Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified as Fluent English Proficient (“RFEP”). Ingenium Schools recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is fluent in English, and no longer requires additional EL instruction and support, the student is ready for reclassification. However, even after reclassification, administrators and teachers will provide ongoing monitoring. The California Department of Education (CDE) Reclassification Guidelines, which are the same as the reclassification guidelines adopted by the District, serve as the foundation for Ingenium Schools criteria. Minimum scores required for each of the reclassification criteria are:

	TK - 2nd Grade	3rd - 5th Grade
Criteria 1: Assessment of English Language Proficiency (ELPAC Test Results)	ELPAC Overall score of a 4	ELPAC Overall score of a 4
Criteria 2: Assessment of Basic Skills <ul style="list-style-type: none"> • iReady • Fountas and Pinnell • (Choice to utilize CAASPP ELA Score (Gr. 4-8)) 	Within one grade level or above grade level on iReady reading benchmark assessment. AND Within one grade level or above grade level expectations on Fountas and Pinnell	Within one grade level or above grade level on iReady reading benchmark assessment. AND Within one grade level or above grade level expectations on Fountas and Pinnell. OR Meeting or exceeding the standard (level 3 or 4) on CAASPP English Language Arts.
Criteria 3: Teacher Evaluation	Student classroom performance is on-par with the performance of the rest of the class (Comparison of	Student classroom performance is on-par with the performance of the rest of the class (Comparison of percentage of

“Restoring Joy and Meaning to Learning”

	percentage of standards student has mastered related to percentage of standards the class has mastered across all content areas). AND Student has shown evidence of progress on ELD standards through progress monitoring and portfolio analysis.	standards student has mastered related to percentage of standards the class has mastered across all content areas). AND Student has shown evidence of progress on ELD standards through progress monitoring and portfolio analysis.
Criteria 4: Parent Opinion and Consultation	Parent Consultation and Notification of Reclassification Letter	Parent Consultation and Notification of Reclassification Letter

Reclassification is the culmination of the student's participation in the program for English learners and is regularly conducted through two cycles that happen in Winter and Spring. However, the reclassification process may be initiated at any time by administrators, teachers, parents, or students. When initiated, a reclassification team, including core content teachers, administrators, parents and students review the student's academic portfolio, including their English learner portfolio. They review all assessment data, including state testing (CAASPP and ELPAC) and internal benchmarks. They review student progress towards grade level mastery through internal assessments and examine student work samples. Using the portfolio and English Learner Reclassification Tracking Form ("ELRTF"), the team examines the student evidence against the reclassification criteria and determines if a student is prepared to reclassify and no longer needs additional EL supports.

Teachers are responsible for monitoring the classroom progress of English learners by ELD standard domain through the ELRTF and through a student portfolio.

The Charter School uses three reclassification checkpoints. Checkpoint 1 begins immediately after receiving students official ELPAC scores in March-April. Checkpoint 2 occurs later in the spring, during May and June. During a checkpoint, the administrator or designee will identify those students whose ELPAC scores qualify them for reclassification (Criteria 1). If the student's ELRTF shows academic data that qualifies for reclassification (Criteria 2 and 3), then a reclassification conference will occur between the administrator, teacher, student, and parent to share data and receive parent agreement.

If a student meets Criteria 1 but according to teacher data does not meet Criteria 2 or 3, the teacher and student will determine an adequate intervention plan to ensure the student meets Criteria 2 and/or 3 during Checkpoint 2 later in the year (May/June). The teacher and student may consult with administrators or parents in the formulation of this plan. If Criteria

"Restoring Joy and Meaning to Learning"

2 or 3 are not met at Checkpoint 2, a more intensive intervention process, such as convening a Student Support and Progress Team (“SSPT”) meeting may occur, and a student will be reconsidered for reclassification the following year during Checkpoint 3 in the fall.

If all criteria are met, documentation is filed in the student’s cumulative file and their EL status is changed on official school records.

Monitoring of ELs & RFEPs

Ingenium teachers monitor English learner progress through English learner portfolios. Students and teachers gather work that shows evidence of progress on the ELD standards. Teachers and students conference at least quarterly to examine data and discuss students’ development. Teacher document feedback and notes in this portfolio. If a student is not making adequate progress, as evidenced by both the portfolio or by classroom or benchmark assessments, teachers initiate an intervention process to ensure students are on the pathway to English proficiency. During quarterly data review days, teachers will look at data according to subgroups, specifically examining the progress of English learners.

Furthermore, English learners’ progress is monitored through Ingenium assessment suites to measure basic skills and grade level content. In quarterly data-review days, teachers and administrators examine any achievement gaps between English learners, reclassified students, and English only students to determine areas of growth or intervention.

Title III of the Every Student Succeeds Act requires that reclassified students be monitored for a period of at least four years following reclassification. The administration must supervise the process of monitoring reclassified students. School staff will use the CAASPP scores, ELPAC scores, multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. During quarterly data review days, teachers will look at data according to subgroups, specifically examining the progress of English learners who were reclassified over the last two years.

Monitoring of LTELs and At-Risk Students

LTELs are monitored as all English learners are as described above. However, teachers are all made aware of both LTELs and students who are at risk of becoming LTELs. It is expected that English learners will make a minimum gain of one level of proficiency annually. For students who are not making adequate progress, the school site administrator or teacher will initiate the SSPT process to convene a team to develop an intervention plan to support students in their English language development. This team, consisting of the student, teachers, parent(s) to include parent, legal guardian, foster parent or caretaker, and site administrators, will determine specific interventions to implement in all classes to support student learning. These interventions might be more extensive use of GLAD strategies or may be other academic strategies to support the student. All teachers will utilize and document the outcomes of interventions, and the results will be examined at the follow-up SSPT meeting. Furthermore, the team will provide strategies for parents to support the student’s learning at home. In addition, during quarterly data review days, teachers will look “Restoring Joy and Meaning to Learning”

at data according to subgroups, specifically examining the progress and needs of LTELs and students who are at risk.

Because this school serves students in grades TK-5, there will unlikely be LTELs, but could possibly be students that are At-Risk of becoming LTELs.

Preparing for instruction: At ICS, teachers are given an English Learner roster at the beginning of the year. This roster provides teachers with the names of the students in their class who are EL's along with the following information to support them with instruction.

- EL Status (EL or RFEP)
- Tells if the student is At-Risk or LTEL
- Tells if the student has an IEP
- Tells if the student is a Newcomer
- ELPAC Overall, Oral, and Written scores

Integrated ELD: At ICS, teachers use Guided Language Acquisition Design Strategies as a means to integrate ELD throughout their daily instruction. GLAD strategies are research-based strategies used to promote English language acquisition, access to the core, and high-levels of academic and content-specific vocabulary. Teachers at ICS employ GLAD strategies in a variety of ways. Below is a list of things teachers may be seen doing on any typical day. The blue link above will help you visualize the strategies described below:

- **Focus and Motivation Strategies:**
 - Cognitive Content Dictionary/Picture Dictionary: This is a tool that teachers use to introduce vocabulary words.
- **Input Strategies:**
 - Pictorial Input Charts: Pictorial input charts are large, color and shape coded illustrations on chart paper that introduce a concept and use academic language to label items or concepts around the illustration.
 - Learning Logs: Learning Logs are like diaries students keep that record their reflections about what they are learning and how they are going about learning it. Learning Logs are useful because they promote metacognition. They are also useful tools for teachers because they can reveal students' perceptions (and misperceptions) of the information, as well as reveal how they are reacting to the way the material is being taught. This allows students to make much needed connections to help them meaningfully learn language.
- **Guided Oral Language Strategies:**
 - Word Card Review: This tool helps us give students a review of the content as well as an opportunity to interact meaningfully with the learning charts around the room. Students are actively making connections to language and content too!
 - Sentence Patterning Chart: This is a tool for structuring sentences and helps bridge oral language to reading and writing.

“Restoring Joy and Meaning to Learning”

- Active Participation Strategies: Please see the table below for more instructional strategies you will see, our students have many opportunities to participate and engage in lessons in many ways. These strategies help students with neurological imprinting and make content more comprehensible.
- Giving students multiple ways to process information help teach kids how they learn best. Make sure to give time for metacognition and try teaching content through a variety of modalities.

Table 1.12: Active Participation Strategies/7 Hip Pocket Tools

GLAD Strategy	Process	Example/Representation
10:2	Craft appropriate DOK questions For every 10 minutes of instruction have 2 minutes of talking, chunking, and chewing	If a student raises their hand to make a connection, have them turn to their partner to tell their partner about their connection. This will increase retrievability of the new information because now they have been able to make a personal connection to the new information
Color Coding/Shape Coding	Categories and Connections	Visual Imprinting
Say it with me/Read it with me	Chorally as you are creating charts Have students practice “tracking” you	Can be used during the making of any chart
Add a sketch or visual	Following introduction of vocabulary	Can be used during the making of any chart
Paraphrase	Ask students to reword correctly	Opportunity for Guided Oral Practice
Add Sign Language/Gestures, total physical response, or kinesthetic	Do it with me	Our eyes are constantly looking for new stimuli, so as you are teaching use a new gesture, or new sketch so engagement is increased Funny example of experiment: watch what happens when a student gets up to get a piece of

GLAD Strategy	Process	Example/Representation
		tissue paper. The rest of the class watches them
Cite your source	prove it, how do you know, show me	Allow students to come up to the charts and point out information as they are citing their sources

- **Reading and Writing Strategies:**

- Expert Groups: Expert groups are small heterogeneous groups of students in which each student becomes an expert on a particular subject. They take notes on the subject and then go back to share the information with the rest of their team.
- Cooperative Strip Paragraph: Cooperative strip paragraphs have student teams write a collaborative sentence in response to a topic sentence on sentence strips. All strips are put together in a paragraph which the whole group revises together.
- Process Grid: Process grids are charts that identify key characteristics of a topic being studied (for example, for birds, characteristics might include habitat or food). The grids facilitate comparison and contrast, and students use the information in their writing.
- ELD Group Frame: The ELD Group Frame prepares students to be able to read sentences based on their oral language. This serves as an assessment of students' oral English proficiency level. Group frames are considered anything prompted or framed by the teacher for student production/response.

- **Designated ELD:**

- All ICS teachers teach a daily designated ELD block (30-40 minutes) targeting the specific needs of their ELs. Teachers use language objectives to design meaningful designated ELD lessons for their students. Below is a description of what a language objective is and some examples.
- Language Objectives: Should always be informed by the current language needs of your students. CA ELD standards should be used as the focal standards when developing language objectives. Should always support the content being taught. Describe a clear idea of the language that we need to emphasize during a lesson.

○ Examples:

Improving Language Objectives Desired State
<p>4th Grade Math Example 1:</p> <p><i>During his math block, Mr. Jones is teaching students how to solve, in two different ways, multi-step word problems using the four operations. (4.OA.A.3)</i></p> <p><i>He notices a language need of his EL's when it comes to explaining their process of solving these word problems. He also notices that his students struggle with present tense verb phrases. After considering the language needs of his students, Mr. Jones refers to the CA ELD Standards to create a targeted language objective to support his EL's during designated ELD.</i></p> <p><i>An improved language objective would be:</i></p> <p><i>Students will be able to clearly explain the sequence of steps for solving a word problem, using transition words and correct present-tense verb phrases. (PII.B.3. PI.C.9)</i></p> <p><i>In this example, Mr. Jones not only considered the CA ELD standards, but most importantly crafted a language objective based on the language needs of his students.</i></p>

Improving Language Objectives Desired State
<p>1st Grade ELA Example 2:</p> <p><i>During writer's workshop, Ms. Donado is teaching students how to write personal narratives. (W1.3)</i></p> <p><i>She notices a language need of her EL's (as seen in their writing journals) when it comes to the correct use of pronouns. Students are writing things like "him is outside" when referring to girls. She also notices that the structure of their narratives is unclear and doesn't follow a sequence of events. Ms. Donado refers to the CA ELD Standards to create targeted language objectives to support her students during designated ELD.</i></p> <p><i>An improved language objective would be:</i></p> <p><i>Students will be able to correctly use noun phrases, specifically pronouns, in their writing by playing a matching game with a partner and explaining why certain pictures match the given pronouns. (PII. B.4)</i></p> <p><i>Students will be able to analyze the sequenced structure of narrative text by analyzing word choice looking for words such as first, next, then, and last using a mentor text. (PII.A.1)</i></p> <p><i>In this example, Ms. Donado not only considered the CA ELD standards, but most importantly crafted a language objective based on the language needs of her students. Doing this follows the formative assessment cycle: elicit evidence, interpret evidence, and act on evidence to create language objectives.</i></p>

- Academic Vocabulary Toolkit: Teachers can also be seen using the Academic Vocabulary Toolkit supplementary resource in grades 3-5 during designated ELD. This is an instructional routine used to improve the use of specially chosen high-impact academic vocabulary words. Students all have workbooks and they use them in their classrooms in a collaborative way with their classmates.

Dr. Kate Kinsella's Academic Vocabulary Toolkit is designed for long-term English learners who are under-prepared and struggling to progress. Students are provided the opportunity to not only learn high-use academic words, but also correctly employ these words in speaking and writing exercises. Using Dr. Kate Kinsella's unique vocabulary teaching process, students will receive the tools needed to master key academic vocabulary.

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Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

28. Meeting the Needs of Gifted and Talented Students

To identify GATE students, ICS will accept a designation by the District or another school district. ICS will identify students for GATE determination and eligibility. Students are referred to the GATE program through two pathways, referral by data and referral by observation. For the data referrals, we pull our students who are our top scorers in math and/or ELA. Students who are referred by observation, can be referred for a variety of means, by parent or by teacher or other staff member.

Once the student has been recommended for Ingenium GATE testing, our school psychologist administers the Naglieri Non-Verbal Assessment Test. We chose this test due to the ubiquity of its use in districts with successful GATE programs that serve students of color and language diversity. After testing, a committee meets to determine whether or not the student qualifies for entry to the program. This is typically with scores in the 90th percentile or higher, however, we use local norms at our varying campuses to ensure participation. At this point, we will also refer students for LAUSD Gifted testing.

ICS currently has 3 students who were identified in our first pilot last school year. The Principal is responsible for responding to parent requests and questions regarding the GATE program.

Meeting the Needs of GATE Students

Once identified, GATE students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. Students work on different work products and enrichment opportunities. Similar to our Special education program, this is an inclusive program, using the model of cluster grouping. Students identified as GATE are in the same classes, allowing teachers to focus instruction to meet their needs.

The Ingenium Learning System is particularly well-suited to GATE students as the ILS allows for students to individualize their aims and move at an accelerated pace while choosing channels through which to demonstrate mastery (e.g., writing a formula to solve math problems, creating a PowerPoint to demonstrate learning, etc.).

George Betts developed the Autonomous Learner Model to help gifted students develop the skills of independent learning.¹² The model has five stages or dimensions:

- 1) Orientation. Students develop an understanding of their abilities, skills, interest, and learning styles.
- 2) Enrichment activities. Students are exposed to a wide range of content areas, including cultural activities and field trips, and discuss their emerging interests.
- 3) Seminars. Students explore topics of interest in small groups.

¹² Betts & Neihart, 1986; Feldhusen, Van Tassel-Baska, & Seely, 1989
“Restoring Joy and Meaning to Learning”

- 4) Individual development. Students learn skills for problem solving, aim setting, creativity, and self-assessment, as well as knowledge about careers and interpersonal skills.
- 5) In depth study. Students pursue their individual interests and become producers of knowledge, often conducting original research.

Monitoring Progress of GATE Students

Identified GATE student progress will be monitored by the classroom teacher. The principal will monitor the subgroup to make sure that they are being adequately challenged and their needs are being met. Parents of students with GATE eligibility will be informed of student progress at regular reporting intervals.

Students Achieving Below Grade Level

29. Meeting the Needs of Students Achieving Below Grade Level

Beginning in the fall of 2018, ICS began a process of strengthening and improving the tiered interventions for academic and behavior. ICS follows a protocol of Multi-Tiered System of Supports ("MTSS"). The work on MTSS and the timeline for execution is documented in the organizational strategic plan. Throughout 2018, the home office, site administration, and teaching staff started with professional development and training on implementing MTSS with fidelity. All administrators attended the Solution Tree Response to Intervention (RtI) at Work training, as well as MTSS trainings through Los Angeles County Office of Education. The Principal is ultimately responsible for monitoring the interventions and supports for students achieving below grade level. ICS also started training and working in professional learning communities in order to help facilitate this. The teachers continue in book studies as well as on-going PD to support the development of these systems and processes.

In terms of behavior, ICS realized there was a need to strengthen the Tier 1 systems and supports, as too many students were in need of intervention in Tiers 2 and 3. To help support this, ICS developed a Tier 1 team, which meets bi-weekly and focuses on strengthening universal supports for behavior and social emotional learning. The team plans to also do the same with universal academic supports in the future. ICS also implemented the Caring School Community curriculum in order to ensure that all students have access to social emotional learning in all classrooms. Students receive daily instruction in social emotional learning through the Caring School Community program. ICS also strengthened the use of restorative practices and systems. All staff received PD on restorative practices, members of the Tier 1 team received intensive multi-day PD on restorative practices to better support other staff members. Daily huddles and classroom meetings are part of the routine in every ICS classroom. ICS administrators and teachers use restorative questioning as well as restorative circles to help to repair relationships between students, teachers, and staff.

With regard to academics, ICS implemented additional curricular resources in order to better support all students. Eureka Math serves as the backbone of the math curriculum while Fountas and Pinnell and Units of Study for Reading and Writing are the foundations of the ELA curriculum. All students in grades 3-5 receive the Academic Vocabulary Toolkit,

"Restoring Joy and Meaning to Learning"

which helps to support English Learners as well as all other students. These curricular resources have built in supports for students who are struggling that can be implemented by teachers during intervention blocks. Teachers work diligently in PLCs in order to identify all the essential standards across grade level and content areas. The teachers then focus the interventions on the essential standards which will make the Tier 1 and 2 interventions considerably more effective and strengthen the academic outcomes for all students.

ICS crafted a master schedule that includes daily intervention blocks for students. Students struggling in math, ELA, or both receive intervention during these blocks. These blocks do not remove students from core instruction or designated English Learner instruction. Students are identified for intervention based on a variety of assessments including Fountas and Pinnell, Eureka Math, iReady quarterly assessments, as well as teacher observations. Teacher led PLCs work to use this data to schedule interventions. Interventions are monitored in 6 to 8 week periods for effectiveness. If students continue to struggle, a Student Support and Progress Team is formed to create an Individual Learning Plan with even more targeted interventions. Only after a variety of interventions have been used with fidelity and deemed ineffective may a student be recommended for testing for a potential Individualized Educational Plan (IEP) or Section 504 Plan.

For students not responding to Tier 1 behavioral supports, there are a variety of additional supports for students across the tiers. At Tier 2, teachers use token systems, student self-monitoring systems, as well as check in and check out processes to support student behavior. Students may also receive additional instruction on school norms and procedures. Students who do not respond to these interventions are recommended for a Student Support and Progress Team process for even more targeted interventions such as school based group or individual counseling with parent permission. All administrators, the psychologist, the counselor and two teachers at ICS are trained in Ross Greene's Collaborative and Proactive Solutions method for working with students to help correct the unresolved issues that can create barriers to student success. They use the Assessment of Lagging Skills and Unsolved Problems to help students identify these barriers and work through them. ICS provides ongoing, in house trainings on the Collaborative and Proactive Solutions model to staff. Students with disabilities with behavior needs may receive counseling, Behavior Intervention Implementation and Behavior Intervention Development services, as well as a variety of accommodations to support classroom success.

ICS understands that by strengthening the systems of intervention and support, student achievement and school culture and climate will continue to improve.

Socioeconomically Disadvantaged/Low Income Students

30. Meeting the Needs of Socioeconomically Disadvantaged/Low Income Students

ICS identifies students who are SED or low income students through the process of enrollment which includes the completion of the Lunch Application, the parents who qualify for federal housing and food assistance, foster youth and homeless youth. The information is submitted into the Student Information System and monitored for accuracy by the Office Manager. The Principal is responsible for monitoring the interventions and supports

“Restoring Joy and Meaning to Learning”

provided to the SED subgroup. The students are invited to attend the Extended Learning Program after-school for academic support, homework help and enrichment activities. Students are provided with one school uniform, and additional accommodations are made if needed to include laundry supplies to ensure school uniforms are clean. Students are provided with instructional tools and access to laptops for any student to limit the digital divide, bus passes for students to go to and from school, free transportation to Panorama city, and a rich experiential school experience.

Students with Disabilities

Note: The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

31. Meeting the Needs of Foster Youth, Standard English Learners and Other Subgroups

The above sections mentioned identifying and meeting the needs of most of ICS's numerically significant subgroups including: English Learners, Socioeconomically Disadvantaged students, and Latino students. In addition, ICS serves the numerically significant subgroups of Latino and White students. To identify students from those subgroups, demographic reports from the Student Information System and CALPADS are used. Since students may fall into more than one subgroup, demographic reports are necessary to ensure that all students in at least one subgroup are identified so that they can be monitored.

ICS also serves Foster Youth (0.4%) and Homeless Youth (4.8%). ICS has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to assist homeless and foster youth, the Homeless Liaison assists in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison assists the parents to enroll the student, obtain necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison informs the parents of all transportation services available. The Homeless Liaison encourages parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. With reservation funds for homeless education, ICS provides clothing, laundry supplies, school supplies, transportation, and resources like laptops to homeless youth.

ICS serves students who are Standard English Learners. Standard English Learners are often Latino, Black/African American or White students where the language spoken at home is different from Standard or Academic English. This may include a difference in grammar, vocabulary, sentence structure, or language usage. Standard English Learners are identified through beginning of the year diagnostic assessments. If there is a concern that the lack of academic achievement is related to language development and acquisition, ICS uses a diagnostic screener to identify Standard English Learners and determine if the student

"Restoring Joy and Meaning to Learning"

should receive Mainstream English Language Development offered during the ELD period of the day. Standard English Learners learn academic language to include oral pronunciation and presentation, written composition, and high level of academic language in Standard English.

Using this information, the Principal will monitor the monthly progress of these students through teacher reports and achievement data. Instructional aides will be used to work with students when necessary by conducting small group and individualized intervention. Identified students will be invited to afterschool tutoring.

“A Typical Day”

32. Typical Day Narrative

ICS is a student-centered school which is quickly recognized by a visitor to the school. All the students are in school uniforms and speak kindly to each other. After breakfast, the students attend the classroom at 8:00 AM which begins with a Morning Meeting from the Caring Schools Community program. The students sit on the carpet as the teacher greets each student and the students greet each other. The students follow a protocol to ask questions about the day's topic and listen to each other empathetically. The students are excited about the day.

As Math begins at 8:15 AM, the visitor notices that the students are referring to their individual goals for the day, the week and their goals in Math. The students break into groups to explore the mathematical practice through Profound Learning Experience. The teacher describes the problem to the class, has a copy of the challenge on the board, and the students work together to solve the problem. After the group work, the students write individually in their math journal who they solved the problem and what steps they took to arrive at a solution. The students then work individually as the teacher rotates around the room answering questions and helping students through guided independent practice.

At 9:00 AM, the students have a routine to transition to ELA and ELD. The teacher works with students on the Plan-Do-Study-Act routine for the lesson. As some students work independently, others move into groups. The teacher provides Designated ELD to the English Learners. The visitor notes that the students are interacting with the curriculum by speaking, listening, reading and writing. The teacher is taking notes on individual student strengths and areas of opportunity.

At 10:00 AM the students attend recess, where the students play while supervisors monitor their play. Some go to the bathroom, others eat a snack, some chat with their friends, and others run, play basketball or jump rope.

At 10:35 AM, the students return to class for more ELA with integrated ELD. The teacher leads the students through an analysis of characters in the story from the text. The students are practice Writer's Workshop within the Unit of Study. The students reflect on their writing piece from last week and set goals for this week.

“Restoring Joy and Meaning to Learning”

The visitor notices that today the students are doing a Science activity at 11:20 AM. The teacher introduces the hands-on experience where the students are identifying the parts of an onion, separating the onion skin, examining the onion skin under a microscope, then drawing the onion skin cells from what they saw under the microscope. The students label the parts of the cell from their drawing and estimate the number of cells in one square inch. The teacher rotates the room and facilitates the students' learning.

After lunch at 1:00 PM, the students spend 15 minutes in reading circles before they record their reading in the log and reflect on their reading goals, their Plan-Do-Study-Act goal sheet and their student Aim sheet.

At 1:15 PM, the students attend an Art class with a special teacher. The visitor notices that the special teacher presents the medium for the lesson's activity. The students are painting their shoe with water color. They had already drawn the key aspects of the shoe in pencil during a previous lesson. The students are very engaged in the activity and learn how to combine colors to make a new color. The visitor wishes it was Thursday so he could hear the students sing their new A Capella piece during Music class.

As the students rush out to Physical Education at 2:00 PM, the teacher reminds them of the routine and expectations. The students pull out their goal sheet, and record their repetitions from the exercises completed. Then, the visitor notices that the students are choosing an activity that the teacher has set up in circuits. The teacher is monitoring form and sportsmanship. At the end of the day, the students complete their goal sheet to include the circuits.

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 Education Program

1. Measurable Goals and Objectives of the Educational Program

Please refer to Element 1, Table 1.11 LCFF State Priorities that addresses these goals.

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Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

2. Specific Performance Targets Aligned to State Priorities

Please refer to Element 1, Table 1.11 LCFF State Priorities that addresses these targets.

3. Annual Measurable Goals for Students in Grades TK-2

Please refer to Element 1, Table 1.11 LCFF State Priorities that addresses these targets.

Other Performance Targets

4. All Other Measurable Goals

Please refer to Element 1, Table 1.11 LCFF State Priorities that addresses these targets.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. Monitor and Measure Student Progress

Table 2/3.1: Assessment Schedule (Subject to Change if State Required Assessments Change or if the Board of Trustees Updates and Approves Benchmark assessments or Common Curricular Resource Assessments)



2019 - 2020

Assessment Schedule

		Assessment	Testing Window	August	September	October	November	December	January	February	March	April	May	June
Internal Benchmark Assessments		iReady Diagnostic <i>(ELA & Math)</i>	Diagnostic 1: 8/20-9/30 Diagnostic 2: 12/2-12/20 Diagnostic 3: 3/2-3/20 Diagnostic 4: 5/25-6/5											
		Fountas & Pinnell Benchmark <i>(Reading Level)</i>	Benchmark 1: 8/20-9/30 Benchmark 2: 4/1-6/5											
		ESGI <i>(Phonics)</i>	Benchmark 1: 8/20-9/30 Benchmark 2: 4/1-6/5											
		ELPAC Task Types <i>(ELD)</i>	Checkpoint 1: 10/7-10/31 Checkpoint 2: 1/13-1/31											
Large-scale external assessments		ELPAC Initial	All year											
		ELPAC Summative	2/1-5/31											
		CAST <i>(California Science Test)</i>	4/6-5/1											
		CAASPP <i>(SBAC: ELA & Math)</i>	5/4-5/29											
		CAA <i>(California Alternative Assessments)</i>	5/4-6/5											
		IAB Cycles <i>(Interim Assessment Block from SBAC: ELA & Math)</i>	Window 1: Oct-Nov Window 2: Jan-Feb											

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Table 2/3.2: Assessment Matrix (Subject to Change if State Required Assessments Change or if the Board of Trustees Updates and Approves Benchmark assessments or Common Curricular Resource Assessments)

Assessment Type	Assessment Name / Subject(s)	Student Population	Frequency/ Window	Administration/ Scoring	What Type of Considerations Are Made Based on the Resulting Data?
Large-scale external assessment (standardized tests)	CAASPP (SBAC) <u>Subject:</u> ELA & Math	All students in grades 3-8, except those with parental exemption	Once per year in late spring (May)	<u>Administration:</u> Classroom teacher, with supports from inclusion teachers, inclusion aides, and support staff. <u>Scoring:</u> State (materials submitted)	Systematic impact and effectiveness of large-scale programs on student learning and for specific student groups Growth and achievement over time as measured by district and oversight processes Informing Criteria 2 in the EL Reclassification Process
	CAST (CA Science Test) <u>Subject:</u> Science	All students in grades 5 and 8 and once in high school, except those with parental exemption	Once per year in late spring (April)	<u>Administration:</u> Classroom teacher, with supports from inclusion teachers, inclusion aides, and support staff. <u>Scoring:</u> State (materials submitted)	Systematic impact and effectiveness of our science programs/instruction Growth and achievement over time as measured by district and oversight processes
	ELPAC Summative Assessment <u>Subject:</u> ELD	Students who are classified as ELs in CALPADS on February 1st	Once per year (Window: February 1- May 31)	<u>Administration:</u> ELPAC test administrator (teacher or support staff) <u>Scoring:</u> State (materials submitted)	Systematic impact and effectiveness of our ELD programs/instruction Provide annual evaluation of students' English proficiency. Determine if a student can reclassify as "fluent - English proficient."

	ELPAC Initial Assessment <u>Subject:</u> ELD	Students who are enrolling in a US school for the first time whose home language is not English	Each student takes once, when they enroll in school for the first time (30 calendar days from student's starting date)	<u>Administration:</u> ELPAC test administrator (support staff) or for EL's 6-8 test administered by ELD Coordinator <u>Scoring:</u> ELD Coordinator	Provide initial evaluation of students' English proficiency. Determine whether to place the student in EL program. Informing Criteria 1 in the EL Reclassification Process
	CAA (California Alternate Assessment) <u>Subject:</u>	Students with disabilities with this assessment accommodation in their IEP.	Once per year in late spring	<u>Administration:</u> Inclusion teacher <u>Scoring:</u> State (materials submitted)	Provide evidence of learning of CA Standards (CCSS) in ELA and mathematics for students with disabilities on modified curriculum.
Benchmark Assessments (Universal Screeners)	iReady Diagnostic <u>Subject:</u> Reading & Math	All students in grades K-8 (TK optional)	Four times per year (once per quarter) *K skips Diagnostic 1	<u>Administration:</u> Classroom teacher <u>Scoring:</u> Computer scored	Systematic impact and effectiveness of programming on student learning and for specific student groups Student growth and achievement over time in Reading and Math Informs Tier 3 instruction in reading and math Informing Criteria 2 in the EL Reclassification Process
	Fountas and Pinnell Benchmark Assessment <u>Subject:</u> Reading Levels	All students grades K-8 (TK optional)	Twice per year: Quarter 1 and Quarter 4 *K does not start until students reach level A *Students must complete "Where to Start Test" prior to benchmark if it's their	<u>Administration:</u> Classroom teacher <u>Scoring:</u> Classroom teacher	Systematic impact and effectiveness of programming on student reading levels and for specific student groups Informs Tier 1-3 instruction in reading

			first time		Informs Criteria 2 in the EL Reclassification Process
	ESGI Assessment <u>Subject:</u> Phonics	All students in grades TK, K	Twice per year: Quarter 1 and Quarter 4	<u>Administration:</u> Classroom teacher (with support from staff as needed) <u>Scoring:</u> Computer scored	Systematic impact and effectiveness of programming on student phonics development in grades TK-1 Informs all tiers of phonics instruction Pilot use for newcomers in grades 2-8 in connection with ELD Coordinator
	ELPAC Task Type Assessment <u>Subject:</u> ELD	Students who are classified as ELs in CALPADS on February 1st	Twice per year: Quarter 2 (October) and Quarter 3 (January)	<u>Administration:</u> Classroom/content teacher <u>Scoring:</u> Classroom teacher	Systematic impact and effectiveness of ELD programming on student language acquisition Informs ELD instruction and preparedness for ELPAC task types Informs Criteria 3 in the EL Reclassification Process
Common Curricular Resource Assessments	IAB Cycles <u>Subject:</u> ELA & Math	All students in grades 3-8	Minimum is twice per subject area: Quarter 2 (Oct.-Nov.) Quarter 3 (Jan.-Feb.)	<u>Administration:</u> Classroom/content teacher <u>Scoring:</u> Partial computer scoring with handscoring done by teacher for short responses and performance tasks	Informs ELA and math instruction and preparedness for Summative SBAC (CAASPP)
	Eureka Math Mid-Module/ End of Module <u>Subject:</u> Math	All students in grades TK-5	2-4 per quarter	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in math

	Units of Study for Teaching Reading <u>Subject:</u> ELA	All students in grades TK-5	2 per quarter	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in reading
	Units of Study for Teaching Writing On-Demand / Final Published Piece <u>Subject:</u> ELA	All students in grades TK-5	2 per quarter	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in writing
	Fountas & Pinnell <u>Subject:</u> Phonics	All students in grades TK-3	Based on class progress	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in ELA (specifically foundational reading standards and language standards)
	Open Up Resources Mid-Unit/End of Unit <u>Subject:</u> Math	All students in grades 6-8	4 per quarter	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in math
	Expeditionary Learning <u>Subject:</u> ELA	All students in grades 6-8	6-8 per quarter	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in ELA (reading & writing)
	TCI History Alive <u>Subject:</u> History	All students in grades 6-8	TBD	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in history
	STEMscopes <u>Subject:</u> Science	All students in grades TK-8	3-7 per quarter	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction in science
Common Formative Assessments	Teacher Created All Subjects	All students in grades TK-8	Daily/weekly based on teacher team meetings	Classroom/content teacher	Informs Tier 1 and Tier 2 instruction and necessary

Data Analysis and Reporting

6. Plan for Collecting, Analyzing, Using and Reporting Academic and Other Data

Initial student data (universal screeners) is collected during the first month of the school year. Students take the iReady benchmark assessment in reading and mathematics as well as the Fountas and Pinnell (F&P) Benchmark to assess student reading levels. In addition, students in grades TK-1 use ESGI software to monitor initial phonics and reading skills. All students have portfolios in which the capacity matrices for their classes are placed.

ICS uses iReady to assess students on their overall reading and mathematics academic performance. iReady is used every quarter to understand the academic levels of all students, and student groups, and provide them with necessary intervention. One period of intervention is embedded in the daily schedule that lasts for 9 weeks. During this intervention period, students who need extra academic support have the opportunity to

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receive scaffolded curriculum at their grade level. If students do not respond to this intervention, students are reassessed and a meeting is held with the student to determine causes (e.g. material is too challenging, social interactions, preference) and an appropriate new plan is put in place to help them (e.g. moving to a lower intervention course, referral to after school tutoring, contact parents to further engage and determine resources outside of school).

iReady, F&P, and ESGI Phonics data is also analyzed and shared by teachers and students to ensure there is a culture of accountability and support. It is important for ICS to have a culture where students know their academic performance, understand its implications, and can help themselves in developing strategies to continue to work hard in ensuring their academic success. Due to their clearer understanding of their level of learning, ICS students tend to have more ownership of their learning, which ensures their participation and success in Profound Learning Experiences.

Teachers and administrators look at the results of these internal benchmarks in order to continue to develop their instructional programs to provide scaffolded academic instruction, identify the appropriate resources to better support their students (both school-wide and subgroups), and to receive the appropriate professional development so they can better serve their students.

ICS additionally utilizes CAASPP data to analyze its academic program. One of ICS's goals is to better serve the community, and knowing it attracts a more significant number of lower-performing students, ICS has designed its academic program to ensure there is extra support via intervention for students for all grade levels. This intervention takes place in the form of targeted lessons, small groups, and the use of the Interim Assessment Blocks from CAASPP to monitor student access and progress on the Summative SBAC.

In addition to these large-scale external and internal benchmark measures, ICS' teacher teams analyze data results from the common assessments provided in their aligned curricular resources (i.e., Mid-Module Assessment from Eureka Math). For example, during PLC meetings, a grade level will identify the standards in an upcoming assessment, plan instructional strategies to support all students in meeting the standard(s), and schedule when to assess. The most integral part of this process is when the teacher teams review the assessment results to determine which students in their classes need intervention, which are exceeding and require enrichment, and then collaborate to determine an instructional plan as a team.

In addition, ICS monitors its attendance data to track students who might be developing a record of either habitual absences or tardies to ensure the appropriate plan is in place to support their academic and emotional needs. Reports are run weekly by the office team to identify any students, at which point in time, a meeting with the parent and the student is scheduled to identify the reason for the setback, and the appropriate next steps depending on the need (e.g. a 504 plan, general education counseling, connecting the family with additional resources).

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Behavior data is also monitored as part of the academic support given to students. Any student who has had more than three referrals meets with the administrator to engage in a conversation as to what the potential root cause is. It is very typical for the behavior to cease once the Principal has had a conversation with the student about the potential challenges and supports needed to ensure the student has all of the supports in place to maximize the academic experience. Possible examples of supports include a 504 plan, general education counseling, behavior contracts, connecting the family with additional resources, and/or partnering students with a mentor.

ICS students produce work documenting progress toward learning the State Standards. They are assessed regularly in alignment with the Assessment Schedule. The assessment results predict annual growth of students. Teachers and administrators can intervene and provide higher level supports to students who are not on-track to make at least a year of growth. Students will also participate in all required state testing.

The Ingenium Schools Board will review data similar to what parents see, but on a school and system-wide level periodically throughout the school year. The Board reviews both state assessment and internal benchmark data to understand overall performance and guide programmatic decision-making.

Reports are prepared for stakeholder groups to keep them informed of progress and to give them opportunities to provide feedback about broader initiatives. Specifically, the principal reports this data the School Site Council and the English Learner Advisory Council three times per year. Parents have opportunities to view their student's progress by interacting with an online Learning Management Software.

Grading, Progress Reporting, and Promotion/Retention

7. Grading and Progress Reporting Systems

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

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

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

"Restoring Joy and Meaning to Learning"

Smarter Balanced Interim Assessment Blocks (IAB) are administered twice per year for grade 3-5 students. The IABs provide predictive evidence of a student's likely performance on the SBAC. As with the iReady Diagnostic, the IDEA data analysis process is applied to data to drive curricular and instructional decision making.

ICS also uses CAASPP results to identify school wide strengths and opportunities for improvement. The IDEA data analysis process is applied to this data and a schoolwide strategic action plan is developed and implemented.

Schoolwide data is shared with students and their families at quarterly data talks. Results are reported in the weekly school newsletter.

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

Approach to Grading

At Ingenium, teachers and students design learning to be meaningful in both content and process so that students learn at deeper levels and retain the learning for life. In traditionally graded schools, parents, students, teachers, and administrators may place great emphasis on letter grades as a mark of learning and excellence. However, research shows that if the motivation for a student learning something new is solely for a grade, the information will soon be forgotten, and real learning is lost.¹³ Without meaning behind student learning, the student will only put in the effort necessary to gain a reward (a good grade) or to avoid a punishment (a bad grade). The unfortunate outcome of this traditional system is that the joy and depth of learning is sacrificed.

At ICS, teachers spend their time getting to know students and developing meaningful relationships with them. These relationships reduce behavior challenges, help students to be open to new learning, and enable teachers to appropriately design, scaffold, and differentiate learning to meet the needs of all learners. If teachers are spending large amounts of time calculating grades, recording results, and negotiating with students and/or parents about their grades, then learning is lost in the process.

At ICS, "Time is flexible, but not infinite." A large percentage of students can master what they need to know, if teachers are somewhat flexible with time and supports and respect each child's journey of learning. It may take one student more time to learn a specific concept than another student, and this is normal. All students do not learn on the same rigid learning schedule, as it may demotivate students to persist in learning or try the next level of learning. Rather, each student creates a future learning plan to provide the necessary time and supports while ensuring they do not fall behind overall. Progress reports based on state standards are sent to the parents of all students four times a year. Information on student progress is also be available on the *educate* site.

¹³ <https://www.ets.org/Media/Research/pdf/RR-08-30.pdf>

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ICS takes a newer approach to monitoring, communicating, and improving the learning and performance of students. Other schools often grade and rank students using a traditional A-F or 4-1 scale. The Ingenium approach focuses on the standards and their unpacked learning targets. Rather than spending time assessing the level to which students have or have not reached a specific standard as done with traditional rubrics, the degree to which a standard has met the standard itself is assessed and the unpacked standard's learning targets are the necessary quality criteria. If students have met this quality criteria of the grade-level standard, it is marked as "met" and standards' progress is tracked and monitored. Students who have not yet reached the desired state are provided feedback from the teacher and instructional is adjusted accordingly to support their needs.

Through the learning management software, students, parents, and teachers have access to see real-time student progress on the standards through their various learning experiences in ELA, Math, Social Science, Science and other content areas. All common assessments are tied to the grade-level content standards and results are entered in the learning management software. There is a high degree of transparency that ensures student ownership of learning and the ability for teachers and parents to support students. In class, teachers provide the necessary support and coaching to students to enable any students who have not yet met the standards to improve. The detailed breakdown of standards into separate learning targets supports with this as some students may have more difficulty with separate aspects of a complex standard vs. others. Student learning records are constantly changing with that additional support, so students never lose hope over a "bad grade." Furthermore, with the detailed feedback, students have a clear roadmap for improvement, further increasing their feelings of self-efficacy and motivation. Because of this approach, teachers focus most of their time on the process of learning and better understanding students' needs. Teachers can look at individual student progress according to the learning targets or aggregated data of their whole class to adjust the learning process to better address reteaching of the Tier 1 instruction (informing Tier II). Rather than judging student work on a rubric and entering percentages or grades into a tabulation system, teachers are focusing on the learning and spending time directly with students to address specific learning targets and overall grade-level standards.

The vision is for teacher teams to continually collaborate around what proficiency looks like on these standards and their associated learning targets in order to provide equity for students in the form of improved instruction and assessment practices.

Students can take pride in what they have learned and accomplished through portfolios, student-led conferences, and project demonstrations versus celebrating one letter or number written on a page. Students of the 21st century need to understand that all work must be of a high standard, we cannot just accept a poor grade and move on. Furthermore, virtually all employees have the collaborate in teams, are asked to submit ideas and be creative problem-solvers, and are asked how to help the company improve. The Ingenium system is preparing students to function and excel in the "real world" of the 21st century.

"Restoring Joy and Meaning to Learning"

Promotion and Retention Policy and Procedures

Students are accountable for mastering grade level content through access to State Standards. Students who are not demonstrating proficiency in the core content areas will be provided with ongoing academic interventions. At the end of the quarter grading periods, the SSPT consisting of school leaders, teachers and support staff will review grades and assessment data. Intervention plans will be developed to raise student achievement. Retention is not considered an effective strategy to increase student achievement or to motivate students to learn. As a rule, students shall be promoted to the following grade at the end of each school year. It is the Charter School's policy to abide by grade-level placement as determined by birth date. If a student is not meeting grade level standards, the Charter School believes that it is in the child's best interest to receive additional interventions. To this end, a student may only be considered for retention based on the fidelity of documented interventions throughout the school year. ICS follows Ingenium Schools' promotion and retention policy, which is posted on the Ingenium Schools' website.

A student will be promoted (moved to the next grade level) when, in the professional judgment of the teacher, the Principal, and other Charter School staff, the student has successfully met instructional level standards for the grade level in which he/she is currently placed based on the following criteria:

- Mastery of state adopted grade level curriculum
- Overall classroom performance and participation
- Performance on state mandated curriculum tests and other standardized test data, as appropriate
- Parent and Teacher Input

The following criteria shall be considered when making a decision about student retention:

- Report cards
- Internal assessments
- Success of previous interventions
- Individual Learning Plan ("ILP")
- SSPT meeting notes
- Previous retentions at Ingenium or any other school
- Age and level of social and emotional maturity
- Regular school attendance
- Results of the "Light's Retention Scale" or similar measure
- Plan for the next academic year

Retention of student needs to be a collaborative decision made that includes the parent. If a parent disagrees, there is an established appeal process that will be followed.

Right to Appeal

If the Parent(s)/Guardian(s) or staff member disagrees with the decision to retain a student, they have the right to appeal the decision to the Ingenium Schools Board using the process below:

"Restoring Joy and Meaning to Learning"

- 1) Parent(s)/Guardian(s) or staff choosing to appeal a decision to retain a student shall submit a completed Promotion or Retention Appeal Request Form to the Principal, specifying the reason(s) why the decision should be overturned. The submission of the Retention Appeal Request Form must occur no later than ten (10) school days following the Parent(s)/Guardian(s) receipt of the retention determination.
- 2) Upon receipt of an appeal form documenting new evidence, the Principal may reconvene the committee to reconsider the retention decision based on the newly submitted evidence in the appeal. If after hearing the new evidence, the committee maintains the original retention decision, the principal will continue the appeal process to the Ingenium Schools' Board unless the appellant withdraws his/her appeal in writing.
- 3) The original appeal form shall be submitted to the Ingenium Schools' Home Office. The Home Office will form a committee, review the information, documentation, and school-site decision, and make its own recommendation on whether or not the retention is appropriate in light of the factors enumerated in this policy and the evidence presented. The Home Office recommendation shall accompany the parent appeal and appeal documentation and shall be submitted to the Ingenium School Board for consideration, unless the appellant withdraws his/her appeal in writing.
- 4) The Board shall review the appeal, the Home Office recommendation, as well as the student's academic performance records and all other documentation on which the retention committees relied. The Principal and Superintendent shall be provided an opportunity to state orally and/or in writing the criteria on which the respective committees' decisions were based. The Parent(s)/Guardian(s) will also be given an opportunity to state orally and/or in writing their reason for appeal. The Appeal will be held in a closed session of the next available Board Meeting to maintain student confidentiality, unless the parent requests the session be held in open session. The Board will timely prepare a written decision which summarizes its findings and conclusions.
- 5) The Board shall notify the Parent(s)/Guardian(s), Principal, and Superintendent of its decision in writing within seven (7) school days of the appeal. Notice to the parent shall be made via registered mail at the address provided by Parent(s)/Guardian(s) to the School, unless otherwise agreed to in writing. Notice to the Principal and Superintendent can be completed electronically or via regular mail.
- 6) The Board's decision is final.

Promotion and Retention of Students with Disabilities

Decisions regarding retention and promotion of special education students shall be based on the criteria of their IEPs as well as other performance factors. The Individualized Education Program ("IEP") Team shall serve as the placement committee to consider appeals. The

"Restoring Joy and Meaning to Learning"

school principal or designee must be present at the IEP placement committee meeting in which promotion/retention decision is made. (Nothing in this policy shall infringe on any right provided to students with individualized education plans/programs pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act.)

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 policies as it relates to charter schools adopted through Board action.¹⁴

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

¹⁴ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

“Restoring Joy and Meaning to Learning”

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
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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**1. Governance Structure Description**

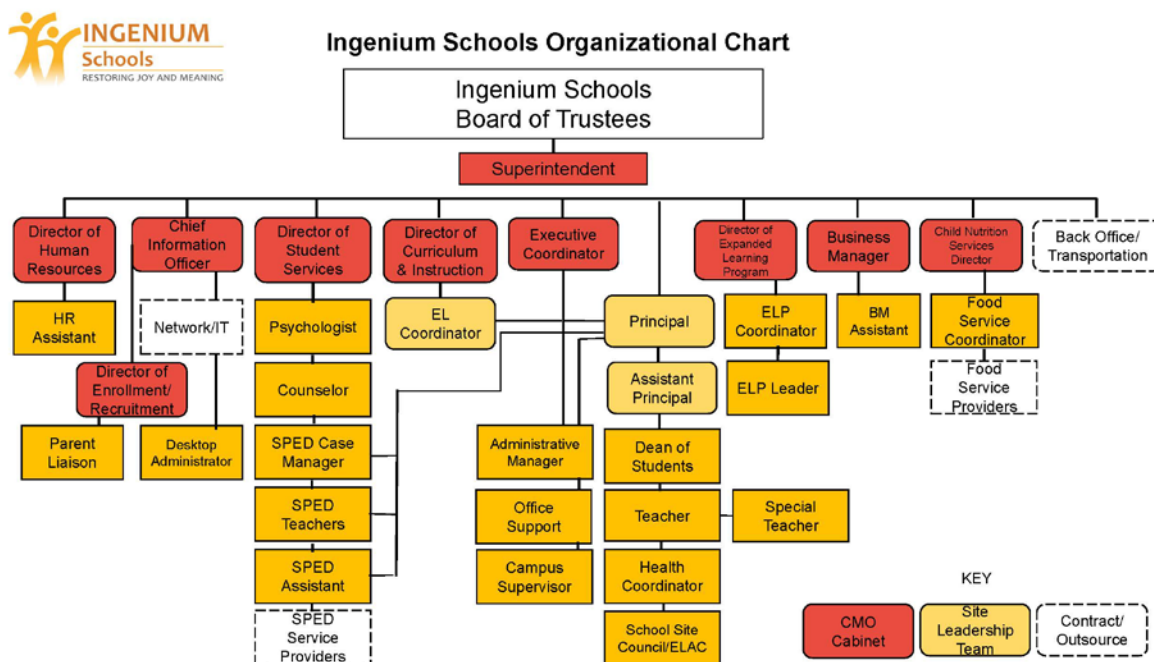
ICS is a directly funded independent charter school and is operated as a California non-profit public benefit corporation called Ingenium Schools. The Charter School is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which are maintained with the terms pursuant to California law and are maintained with the terms of this charter.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Sections 47604.32 and 47605(m).

The Charter School is governed by a corporate Board of Trustees ("Board" or "Board of Trustees") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board is the governing body and is responsible for major strategic and policy decisions related to ICS. It also monitors ICS' financial stability.

The governance structure has been designed to ensure transparency, collaboration and effective governance and management practices throughout the operation of the Charter School.

Chart 4.1: Organizational Chart



The Board of Trustees of Ingenium Schools meets regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1 (c). The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Overseeing the academic and social performance and effectiveness of ICS and taking necessary action to ensure that ICS remains true to its mission and charter;
- Approval of the annual school budget, calendar, and salary schedules;
- Approval of a MOU or other contracts with LAUSD;
- Filling the superintendent position and evaluating the superintendent's performance via a superintendent capacity matrix.
- Approval of bylaws, resolutions, and critical charter school operation policies and procedures;
- Monitoring the financial well-being of ICS and engaging an independent fiscal audit;
- Maintaining full and accurate records of board meetings, committees, and policies;
- Developing itself through new trustee orientation, ongoing education, and leadership succession planning.
- Hire, supervise, evaluate, discipline, and dismiss the Superintendent of the Charter School;
- Approve all contractual agreements over \$40,000;

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- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel to take action on recommended student expulsions.

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

ICS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules. The Conflict of Interest Code is provided. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

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, 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;

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- Describe in specific terms the authority of the Board of Trustees 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.

The Ingenium Board of Trustees attend an annual in-service for the purposes of training individual trustees on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Superintendent

The Board of Trustees has engaged a Superintendent to administer the Ingenium Schools campuses and work with the Board, authorizers, students, parents, community members, and other governing bodies specified by local and state law. The superintendent's duties include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate Directors;
- Communicate and report to the Ingenium Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or Ingenium Board of Trustees and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Manage and supervise completion of up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;

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- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Ensure the school annual performance report, the SARC, and the LCAP are completed; and,
- After approval of the independent fiscal audit by the Ingenium Board of Trustees, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.

The superintendent's duties may be delegated or contracted to another administrator of ICS or other employees (in accordance with student and teacher confidentiality rights), or third party provider.

Director of Curriculum and Instruction

The Director of Curriculum and Instruction is responsible for the strategic vision and tools for the Ingenium Learning Systems, teacher development and evaluation, teacher career pathways, instructional leadership and site support, curriculum, special programs support, assessment management and stakeholder input. The Director of Curriculum and Instruction's duties include, but are not limited to, the following:

Strategic Vision and Tools for the Ingenium Learning System:

- Lead and support effective implementation and development of the Ingenium Learning System (ILS).
- Lead the creation and refinement of various support tools associated with ILS, including observation/feedback tools, professional development modules, and development sequences for new and more experienced teachers.
- Coordinate building of an evidence and resource guide for the Ingenium Learning System that supports teachers, coaches, and administrators in advancing the model.

Strategic Vision and Tools for Teacher Development and Evaluation:

- Coordinate the formulation, implementation, and annual adjustment of the Ingenium Teacher Progression Framework (ITPF).
- Coordinate building of an evidence and resource guide for the ITPF that supports teachers, coaches, and administrators in advancing instruction.
- Lead the creation and refinement of various support tools associated with the ITPF, including observation/feedback tools, professional development modules, and development sequences for new and more experienced teachers.
- Lead the creation and refinement of various evaluation tools associated with the ITPF, including SOPs for observations, goal-setting protocols, evaluation menus, and micro-credentials.
- Provide training and support for site leaders on all teacher evaluation components, including calibration and "certification."
- Manage the teacher evaluation timelines over the year and provide support and collaboration to site leaders.

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- Develop the Ingenium Inclusion Teacher Progression Framework (IITPF) with the Coordinator of Special Education and implement related development and evaluation systems.
- Build a positive staff culture by hosting staff appreciation events, celebrating teacher and staff achievements, and building on staff strengths and achievements.
- Develop and lead comprehensive new and returning teacher training and support systems, including summer professional development and all-Ingenium PD throughout the year.
- Collaborate with site leaders to develop and implement a comprehensive professional development scope and sequence based on school needs, student needs, and teacher needs.
- Implement Lab Classroom Days and similar opportunities for teachers across sites to collaborate.

Teacher Career Pathways:

- Manage the Teacher Career Pathways program by developing all teacher leadership roles and managing the selection process, and
- Directly manage teacher leaders through coaching and evaluation. Analyze data that informs leader effectiveness and provide feedback to build teacher capacity.
- Develop progression frameworks for teacher leader roles to support teacher leaders to grow in leadership capacity.

Instructional Leadership and Site Support

- Collaborate frequently with site leaders to advance instructional leadership throughout the organization by co-observing, analyzing data at least quarterly, and establishing action plans.
- Support with coaching and evaluation as requested at each site.
- Provide instructional leadership in advancing research-based teaching and learning practices.
- Support school sites with LAUSD or CDE oversight visits by preparing artifacts, coaching in advance of oversight visits, and participating in the day-of activities.

Curriculum

- Coordinate the selection, purchase, and implementation of high-quality curricular materials, including Ingenium-created curriculum for math, ELA, science, social studies, character development, and ELD (as well as special support for art, PE, and music specialists).
- Facilitate external training for curriculum needs.
- Collect and analyze data around fidelity of implementation and provide strategic support according to areas of need.

Special Programs Support

- ELD: Collaborate with the ELD Coordinator to ensure successful implementation of ELD programs at each site. Provide strategic vision for the ELD program including curriculum, instruction, and assessment. Ensure the delivery of ELD professional development at each site, the maintenance of ELD portfolios to measure growth, and the delivery of ELPAC testing.
- Expanded Learning: Collaborate with the Director of Expanded Learning to ensure alignment between the before- and after-school programs and regular school day.

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- **Special Education:** Collaborate with the Coordinator of Special Education to ensure high-quality collaboration between inclusion teachers and general education teachers. Co-facilitate professional development to strengthen all teachers' abilities to support students with special needs in the general education environment.

Assessment Management

- Manage the Assessment Coordinators at each site through clear communication, monitoring of calendars and compliance, and coaching and support. Continuously support to ensure compliance measures have been met.
- Lead the development of a clear assessment vision by building a calendar of assessments, training, and data analysis cycles to be followed at each campus.
- Facilitate a "data-driven" culture by introducing data analysis protocols for teachers and site leaders.
- Assessments to oversee:
 - Internal assessments: iReady, Standards Mastery, Reading Fluency
 - CAASPP and CAST
 - ELPAC

Stakeholder Input

- Lead all Ingenium Teacher Advisory Panel Meetings
- Actively participate in all Staff and Parent Town Hall Meetings and process and report back on feedback and requests related to curriculum, instruction, and assessment.
- Support site leaders with parent communication related to curriculum, instruction, and assessment.

Business Manager

The Business Manager is responsible for the business operations of the organization to include administrative, finance, strategy, compliance, and collaborative duties. The Business Manager's duties include, but are not limited to, the following:

Administrative

- Primary point of contact for back office service provider ensuring clear communication and accurate transmittal of financial records for accounting recordation
- Review expenditures and purchases for appropriateness and fiscally responsible spending
- Budget development, revisions and variance analysis at school, department and consolidated levels.
- Maintain professional competence through participation in in-service training activities and in self-directed professional growth activities
- Abide by all policies set forth by the Board of Trustees
- Review invoices for accurate coding and necessary approvals prior to submission to back office provider
- Maintain Vendors Accounts Payable and Contract files
- Support Superintendent, Executive Staff and Back Office with Ad Hoc projects
- Oversee annual Prop 39 application process and manage proposition 39 relations with authorizer, including reviewing and negotiating lease agreements and ensuring Prop 39 compliance
- Ensure all certificates of insurance are obtained and up to date

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- Manage bidding process for liability insurance
- Maintain high level of integrity and adherence to Internal Controls as established by the Board of Trustees.
- Maintain documentation of business management office procedures
- Support Human Resources and Back Office provider in annual authorizer oversight visit document preparation

Finance

- Reviews financial statements, activity reports, or other financial data
- Manages and supervises the Business Office staff
- Reviews all expense reports for accuracy and proper expense classification and necessary approvals

Strategy

- Provide recommendations to strategically enhance financial performance and business opportunities
- Evaluates and advises on the impact of long range planning, introduction of new programs/ strategies and regulatory action
- Establishes and maintains strong relationships with senior executives so as to identify their needs and seek full range of business solutions
- Provides leadership in the development for the continuous evaluation of short and long-term strategic financial objectives

Compliance

- Ensure that effective internal controls are in place and ensure compliance with GAAP, SB740, and applicable federal, state and local regulatory laws and rules for financial and tax reporting
- Familiarity with GAAP, SB740, and applicable federal, state and local regulatory laws and rules for financial and tax reporting
- Supports 3 party administrators with annual 5500 filing, as needed
- Participation in submission of annual grant applications
- Works with back-office provider who maintains grant accounting and recording of revenue as restrictions are satisfied
- Support reporting requirements for specially funded projects
- Consistently, timely, and accurately complete and deliver written reports
- Maintain student/staff confidentiality

Collaboration

- Maintain and improve professional competence and participate in professional development opportunities
- Actively participate in team meetings and serve on staff committees, organization-wide events, parent workshops, and community partnership events, as needed or requested
- Serve on finance committees, as needed
- Assist with special projects as assigned by the Superintendent

Principal

The principal is responsible for serving as the ILS program leader, school site academic leader, site-based manager, and builder of school culture. The Principal's responsibilities include, but are not limited to, the following:

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The principal as the ILS program leader will:

- Develop a plan for achieving the school's vision within the context of the ILS.
- Train staff in elements of the ILS.
- Maintain a school aim folder that will set, with the assistance of teachers, school-wide learning aims and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.
- Continually monitor progress on all measures of school and staff performance.

The principal as academic leader will:

- Administer the academic policies determined by the board of trustees and superintendent and the applicable local, state, and federal regulations.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school's instructional program plans.
- Set standards for student achievement.
- Ensure the implementation of a high standards, research-based curricula, and ILS systems and tools in all classrooms of the school. Ensure all students and teachers are using aim folders.
- Provide instructional leadership in advancing proven teaching and learning practices.
- Select instructional staff with the knowledge, skills, and beliefs to ensure each student reaches high levels of academic achievement in accordance with the standards and processes.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Observe and ensure that teachers examine instruction regularly.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continually improve instruction.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continual improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Deal with discipline issues, including entering discipline information into PowerSchool.

The principal as the site-based manager will:

- Develop (with the superintendent and assistant superintendent) and manage the school budget.
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.
- Maintain complete and accurate records of the entire school program.

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- Manage the student recruitment and enrollment process.
- Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the assistant superintendent) instructional staff.
- Issue reports to the Board and to any affiliated private entity on the progress of all students in the school and on matters of school operations as requested.
- Administer the school policies determined by Ingenium Schools Board of Trustees and superintendent as well as the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain, in conjunction with the superintendent, a close working relationship with the Compton Unified School District.

The principal as the builder of the school culture will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the school's aims and articulate and model the school's values.
- Engage the active support of parents and community members in support of the education of all the students in the school.
- Provide leadership to the school leadership team, which consists of the principal, assistant principal, teachers, staff, parents, and community members.
- Seek feedback on the progress of the school.
- Serve as a spokesperson for the school in the community and elsewhere.
- Create an effective team of people jointly responsible for attainment of school aims and committed to achieving excellence.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and program-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensure a safe and orderly environment.
- Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.

Governing Board Composition and Member Selection

2. Composition of the Board of Trustees

The Ingenium Schools Board shall have no fewer than five (5) and no more than nine (9) trustees. All trustees shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer appoints a representative to serve on the Board of Trustees, the Board of Trustees may appoint an additional trustee to ensure an odd number of Board members. All trustees, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Trustees. All trustees are to be designated at the corporation's annual meeting of the Board of Trustees. The composition allows for growth of the Board who can provide insight and guidance for effective school governance.

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Each trustee shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor trustee has been designated and qualified.

Board officer responsibilities are as follows:

Chair

- Preside at all board meetings.
- Sign acts necessary to carry out state requirements and the will of the board.
- Establish board committees.
- Call emergency meetings of the board, as necessary.
- Enforce parliamentary procedures.

Vice-Chair

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

Secretary

- Ensure board meeting minutes are recorded and distributed.
- Ensure board meetings are publicly advertised in accordance with state regulations.
- Oversee, announce, and record all motions and voting results.

Treasurer

- Oversee financial policy issues.

3. Criteria and Process for Selecting the Board of Trustees

To achieve effective school governance, Ingenium Schools' Board of Trustees have been selected with the assistance of a board capacity matrix. For example, the capacity matrix tracks experience in curriculum, instruction, assessment and student services; school administration and finances; project management and strategic planning; business and financial management; facilities and real estate; fundraising, grant writing and donor relations; governance, law, and compliance; and community outreach and communications. New board members are selected in part, to fill in current gaps identified in the capacity matrix, if any. This process ensures that the trustees have appropriate experience and background to achieve effective school governance. The current Ingenium Board has the following skillsets:

Table 4.1: Ingenium Board of Trustees

	<i>Curriculum, Instruction, Assessment, Student Services</i>	<i>School Admin. & Finances</i>	<i>Project Management Strategic Plan</i>	<i>Business & Financial Management</i>	<i>Facilities, Real Estate</i>	<i>Fundraising, Grant Writing, Donor Relations</i>	<i>Governance, Law, Compliance</i>	<i>Community Outreach, Communications</i>
Glenn Noreen, Chairman		X	X	X	X	X	X	
Katherine Hamilton, Vice- Chair	X		X				X	

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Wallace Wei, Treasurer		X	X	X	X	X	X	
Joe Randle, Secretary								X
Joan Faqir, Member	X	X				X	X	X
Nadar Ali II, Member	X	X		X	X	X	X	X

All future appointments to the Board will follow the appointment process outlined in the bylaws and in the Board trustee recruitment and appointment policy. The selection process for new trustees includes completion by the Board of a capability matrix identifying capability gaps, experience in curriculum, instruction, assessment and student services; school administration and finances; project management and strategic planning; business and financial management; facilities and real estate; fundraising, grant writing and donor relations; governance, law, and compliance; and community outreach and communications. Trustees must nominate potential new Trustees to the Board Chairperson. The entire Board will review nominees' application, Board Questionnaire, curricula vitae or resume and conduct a personal interview. The Board Chairperson will contact candidate references.. Once the nominee has passed the process, a vote is taken. All members must commit the necessary time and energy to ensure smooth operation of the Board. New Trustees will take an oath of office and agree to the provisions of the charter. Each trustee shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor trustee has been designated and qualified.

Governance Procedures and Operations

4. Board of Trustees Meetings and Procedures

Board meetings are scheduled monthly during the school year and more often as needed. Meetings are held in a classroom at an Ingenium Schools to allow for participation of families. All Board, committees, and council(s) meetings comply with Brown Act and Education Code Section 47604.1(c) requirements and are open to parents, staff, and community stakeholders.

At an annual meeting, the Board sets the calendar for upcoming meetings for the year. The schedule is then submitted to the Charter Schools Division and posted on the Charter School's website. Agendas for regular meetings are published in advance and posted outside of each school site on the front gate and on a prominent, direct link on the website homepage for public viewing at least 72 hours in advance of the scheduled meeting. Agendas for special meetings are posted outside of each school site on the front gate and on a prominent, direct link on the website homepage for public viewing at least 24 hours in advance of the scheduled meeting. In the event of an "emergency situation" (as such term is defined in Section 54956.5 of the Brown Act) involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an *"Restoring Joy and Meaning to Learning"*

emergency meeting without complying with either the 24-hour notice requirement or the 24-hour posting requirement or both of the notice and posting requirements, provided that the meeting is held in compliance with the provisions of Section 54956.5 of the Brown Act. An emergency meeting may be called by the President of the Board or any two or more members of the Board. All agendas will contain a brief general description of each item of business to be transacted or discussed at the meeting.

5. Board of Trustees Decision-Making Procedures

The Board of Trustees meetings will be headed by the Chair of the Board, who will be elected by the Board in accordance with the corporate bylaws. Trustees may abstain from a vote, and must abstain on the passage of minutes for a meeting for which they were absent.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members consistent with the requirements of Corporations Code Section 5211(a)(8). A majority of the current-voting members of the Governing Board, not counting any vacancies, shall constitute a quorum for the transaction of business. All board members are subject to conflict of interest restrictions. As such, in the event that any member or members of the Governing Board are legally disqualified from participating in decision-making on a particular action item, a majority of the remaining voting members of the Governing Board, not counting any vacancies shall constitute a quorum for that particular action item.

In accordance with the Brown Act, trustees may participate in meetings via teleconference, so long as a minimum of a quorum of board members participates from within the jurisdictional boundaries of Los Angeles County, all votes are taken by roll call, and all other requirements for teleconference are met as detailed in the Brown Act.

A book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board are kept at the School Office. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized as per the bylaws; the notice given; and the names of persons present at Board of Trustees and committee meetings. Once the Board approves the minutes they are posted on the website.

Stakeholder Involvement

6. Stakeholder Involvement Plan and Process

In developing partnership with stakeholders, a key message of the school is to involve families in the academic success of their children. Collaboration is an integral component of an ILS school. The school year begins with the creation of a shared vision. Every stakeholder has an opportunity to provide input into this collaboratively-constructed statement of the school's planned destiny. The vision statement may be revisited at multiple points over the course of the academic year to check in on the school's progress or amend the shared vision if needed. While not required, efforts will be made so that it is based upon Ingenium Schools' Shared Vision and the ICS Shared Vision.

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Stakeholders will be included in ICS's "Shared Vision" process. This process involves asking all stakeholders, including parents, teachers, staff and community members, the following questions:

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

Replies to these questions lead to the 1st step in creating a shared vision. This step frames the fundamental aims of the school. The 2nd step focuses on continual improvement, the 3rd step organizes input into a plan, the 4th step refines and evaluates the vision using a process, and the 5th step deals with sustaining the shared vision by building leadership capacity.

Periodically, parent, teacher, staff and student surveys will be randomly sent for completion to a statistically significant number of stakeholders to track satisfaction with ICS and record suggestions for improvement. Results of the survey will be tracked and action plans developed to continually improve the level of stakeholder satisfaction.

The Charter school will maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Ingenium Board, District board, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities upon approval by the principal. Parent volunteering will not be a condition of enrollment or continued enrollment; this policy will be communicated to parents through the policy itself, the student/parent handbook, and on volunteer forms.

ICS encourages parent, teacher, staff and student input in the school's educational program. This is accomplished through surveys, meetings, committee work, and attendance at the Board meetings. In addition, ICS specifically encourages student leadership by having students attend and provide reports to the Ingenium Schools Board.

Community bridge events, family bulletins, a suggestion box located in the main office, a school blog, and a regularly updated website will ensure that stakeholders are informed of important happenings at the school. An evolving, posted list of volunteer opportunities will give stakeholders choices in how to best become active members of the school community. As noted above, parent volunteering will not be a condition of enrollment or rough the policy itself, the student/parent continued enrollment; this policy will be communicated to parents in the handbook, and on volunteer forms.

Multiple open house events will give stakeholders a deeper glimpse into the functioning of the school. Further, the school's open-door policy will invite students, at any time, to informally share their experiences with their families. This open-door policy means that the administrative staff will always be available to students, parents, teachers and other stakeholders. The ICS campus will be a secure campus and adhere to all state and federal safety regulations.

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

Parents, teachers, staff, students and community members will be actively engaged in the development of ICS' LCAP through the following process:

- The LCAP draft will be shared with the School Site Council ("SSC") during one of its meetings. Parents will be solicited for ideas for funding and spending during this preliminary meeting.
- Input on revised LCAP language based on the initial SSC meeting will be solicited in a subsequent SSC meeting. Budget ideas will be prioritized by the SSC during this follow up meeting.
- Initial and follow up staff meetings will be organized along similar lines to solicit suggestions from teachers, staff, and administrators.
- The Ingenium Schools board of trustees will approve the LCAP.

ICS will actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. ICS will continue to refer to trends in students' achievement when it seeks parent input.

Website Support of Stakeholder Engagement

The ICS website includes information and opportunities for parents to be informed and engaged at the school. The website includes contact information for Board of Trustees, staff and teachers for parents to email directly. ICS posts the Board meeting agendas in a prominent place on the website as well as links to Board Meetings. The website includes the calendar, upcoming events, and survey opportunities to provide immediate feedback on various aspects of ICS' program. Parents can quickly access information which is important to families like the Parent, Teacher, Student Handbook, School Calendar, Daily Schedule, Lunch Menu and other important policies and procedures including information on admissions for prospective parents.

School Site Council

The School Site Council meetings are held at least four times annually. The SSC meetings shall be held in accordance with the Brown Act. SSC is composed of ten (10) members representing all the stakeholders which include: one (1) administrator, three (3) teachers, one (1) non-certificated employee, and five (5) parents, guardian or family members all nominated and elected by those groups they represent. The SSC at ICS is the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

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- Annually develop and approve the Single Plan for Student Achievement (SPSA) or similar
- Review and revise School Safety Plans
- Develop site level parent involvement policy
- Advise the Charter School on the parent involvement policy.
- Review the Charter School parent compact (Title I)
- Advise the Charter School in the development of the Local Control and Accountability Plan.

The SSC will engage in pertinent discussions about SBAC and benchmark scores, academic achievement for all students, safe and drug free schools, reading interventions for underperforming students, and daily and on-time attendance. In addition, SSC will support and maintain a schoolwide focus on State Standards in English Language Arts, Mathematics, and Social Science, on Next Generation Science Standards, and specific focus on English Language Development Standards aligned to English Language Arts Standards to improve student achievement, especially for ICS' English Learners. The SSC will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports.

English Learner Advisory Committee

To the extent that ICS has more than 21 identified English Learners, regardless of the types of programs offered at the Charter School, ICS will voluntarily maintain an English Learner Advisory Committee ("ELAC"). The ELAC meets four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a teacher and parents of English Learners. Translation is provided by parents and staff. The ELAC will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports. The purpose of ELAC is to provide parents of English learners the opportunity to:

- Participate in the Charter School's needs assessment on any issue, not limited to those pertaining to English Learners
- Advise the team leads and Charter School staff on the Charter School's program and services for English Learners
- Provide input on the most effective ways to ensure regular Charter School Attendance
- Advise the Charter School on the annual language census
- Advise the School Site Council on the development of the LCAP

Booster Club

The Booster Club organizes monthly parent meetings that give parents an opportunity to be involved in the school, volunteer, share feedback, voice concerns, or ask questions about the educational program at ICS. The Principal or designee and a teacher will attend all Booster Club meetings. The Booster Club also organizes fundraising and special family events at ICS.

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Parent Workshops

A critical part of the Ingenium Learning System is the education and support offered to parents and families. ICS regularly hosts bilingual parent workshops presented by the Executive Director, School Counselor, Teachers, Paraprofessionals or other Parents. Below is a table of projected topics for the 2019-2020 school year.

Table 4.2: Parent Workshops (Subject to Change)

Day/Date	Time	Event	Facilitator/Notes
Wed. August 28, 2019	8:15-9:30am	Social Media Workshop	Jay Aguda
Wed. September 4, 2019	8:15-9:30am	Parent Square Intro	Jay Aguda
Wed. September 11, 2019	8:15-9:30am	Resource Informational Workshop	Mayra Valadez Field Representative Office of Assembly member Jesse Gabriel
Wed. September 18, 2019	8:15-9:30am	CCSA (Charter 101)	Frank Navarro
Wed. September 25, 2019	8:15-9:30am	Self-Injury/Suicide Prevention Parent Workshop	Lenore Pallares, LCSW Mental Health Team Lead, CARE Team
*Wed. October 9, 2019	8:15-9:30am	Mental Health Awareness Parent Workshop	To Be Determined
Wed. October 16, 2019	8:15-9:30am	Emergency Preparedness	America Red Cross
*Wed. October 23, 2019	8:15-9:30am	Drug Prevention Awareness Parent Workshop	To Be Determined
Wed. November 6, 2019	8:15-9:30am	Immigration Workshop	Frank Alvarado Attorney at Law
Wed. December 11, 2019	8:15-9:30am	Self-Care Parent Workshop	Lenore Pallares, LCSW Mental Health Team Lead, CARE Team
*Wed. January 22, 2020	8:15-9:30am	Resource Informational Workshop	Jenny Portillo Senior Field Deputy Representative for Canoga Park Office of Councilmember Bob Blumenfield
Wed. January 29, 2020	8:15-9:30	Financial Workshop	Frank Alvarado Attorney at Law

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Day/Date	Time	Event	Facilitator/Notes
Wed. February 12, 2020	8:15-9:30	Kids & Adults Sports Programs	To Be Determined
Wed. February 26, 2020	8:15-9:30	Gang Prevention	To Be Determined
Wed. March 11, 2020	8:15-9:30	Burn Center	Debbie Karaman
Wed. March 25, 2020	8:15-9:30	Know your Rights/Beware of Immigration Fraud	Marisol Rubio Regional Field Coordinator for San Fernando Valley CHIRLA
Wed. April 1, 2020	8:15-9:30	CCSA (Charter Update)	Frank Navarro
Wed. April 22, 2020	8:15-9:30	Nutritional Workshop	David Zlaket
Wed. May 13, 2020	8:15-9:30	Importance of being involved in your community	Jenny Portillo
Wed. May 27, 2020	8:15-9:30	Summer Programs	To Be Determined

Process to Document all meetings:

1. Flyers (must distribute 1 month ahead)
2. Agenda (minimum 5 items to follow)
3. Sign in Sheet
4. Pictures (photographer)
5. Create a folder inside Shared Drives

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

1. Identification of all School Employee Positions

Table 5.1: Employee Titles and Classifications (Subject to Change with Board Approval)

Title	Classification	Percent to ICS
Superintendent	Certificated Administration	CMO
Director of Curriculum and Instruction	Certificated Administration	CMO
Business Manager	Classified Administration	CMO
Director of Human Resources	Certificated Administration	CMO

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Title	Classification	Percent to ICS
Director of Student Services	Certificated Administration	25%
Chief Information Officer	Classified Administration	CMO
Director of Expanded Learning Program	Classified Administration	25%
Director of Recruitment and Enrollment	Classified Administration	CMO
Child Nutrition Services Director	Classified Administration	12.5%
English Language Coordinator	Certificated Administration	25%
Executive Coordinator	Classified Administration	CMO
Principal	Certificated Administration	100%
Assistant Principal	Certificated Administration	100%
Dean of Students	Certificated Administration	100%
Psychologist	Certificated	60%
Counselor	Certificated	10%
Special Education Case Manager	Certificated	60%
Special Education Teacher	Certificated	100%
Special Education Teacher	Certificated	80%
Teacher	Certificated	100%
Special Teacher	Classified	100%
Human Resources Assistant	Classified	CMO

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Title	Classification	Percent to ICS
Business Manager Assistant	Classified	CMO
Administrative Manager	Classified	100%
Office Support Specialist	Classified	100%
Office Support Specialist	Classified	50%
Special Education Assistant	Classified Instructional Support	100%
Campus Supervisor	Classified	100%
Food Service Coordinator	Classified	50%
Expanded Learning Program Coordinator	Classified	100%
Expanded Learning Program Leader	Classified	100%
Parent Liaison	Classified	100%
Desktop Administrator	Classified	60%
Back Office Support Providers (Outsourced Contract)	Classified	
Transportation (Outsourced Contract)	Classified	
Network/IT (Outsourced Contract)	Classified	
SPED Service Providers (Outsourced Contract)	Certificated	
Food Service Provider (Outsourced Contract)	Classified	

2. Job Descriptions and Minimum Qualifications

ICS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the mission and vision statement. All

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personnel should possess the knowledge, skills, and motivation to ardently pursue the realization of the mission and aims of the school.

BELIEFS AND ATTITUDES (ALL PERSONNEL)

All personnel will:

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

Objectives:

- Support the mission, vision, and core values of Ingenium Schools
- Strive to implement, by instruction and action, Ingenium Schools' philosophy of education and instructional aims and objectives
- Continually maintain and improve professional competence
- Attend mandatory trainings, professional meetings, and educational conferences, as required

SUPERINTENDENT

Position Summary:

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

Qualifications:

- Master's degree in education preferred
- Significant leadership in quality processes and tools required
- Six years educational administrative experience preferred
- Experience in implementing high academic standards required
- Experience working under time pressure and maintaining a positive work environment required

Objectives:

- Support the mission, vision, and core values of Ingenium Schools
- Strive to implement, by instruction and action, Ingenium Schools' philosophy of education and instructional aims and objectives
- Continually maintain and improve professional competence
- Attend mandatory trainings, professional meetings, and educational conferences, as required

"Restoring Joy and Meaning to Learning"

Responsibilities:

- Please refer to Element 4 for more details.
- Lead CMO level ILS development
- Develop school support systems and processes, including student information system and assessment systems shared across multiple charter schools
- Oversee fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget
- Provide information, advice, and counsel to the Board chair, Board committees, and the Board of Trustees in the creation of policies, programs, and strategic direction of the corporation. Support Board of Trustees activities, including staffing for all Board and committee meetings, meeting schedules, locations, development of agendas, and meeting materials.
- Engage and evaluate directors

DIRECTOR OF CURRICULUM AND INSTRUCTION*Reports to:* Superintendent*Qualifications:*

- A Master's degree in education preferred
- Experience teaching high academic standards and rigorous curricula
- Experience in creating and leading professional development for teachers
- A clear California Clear Teaching Credential is required
- A preliminary or clear California Administrative Services Credential is preferred

Responsibilities:

- Please refer to Element 4 for details.

Knowledge and Abilities:

- The Ingenium Learning System and The Teacher Progression Framework
- Creating, and supporting other teachers in creating a learner-centered classroom
- Common Core State Standards in instruction and assessment
- ELA/ELD Framework and effective ELD instruction
- Quality systems and experience in applying them in an educational setting
- Compliance (LAUSD, CDE)
- Internal and external assessments, including ELPAC, CAASPP, and iReady

BUSINESS MANAGER*Reports to:* Superintendent*Qualifications:*

- Bachelor's degree in Accounting / Finance / Public Administration or 5+ years experience in a financial management position and some courses in accounting / finance

Responsibilities:

- Please refer to Element 4 for details.

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Knowledge and Abilities:

- Knowledge of finance, accounting, budgeting, and cost control principles including Generally Accepted Accounting Principles. Knowledge of automated financial and accounting reporting systems. Knowledge of federal and state financial regulations. Ability to analyze financial data and prepare financial reports, statements and projections. Working knowledge of short and long term budgeting and forecasting, rolling budgets, and product-line profitability analysis.
- Must have a strong knowledge of financial statement review and analysis, reconciliation skills, debit and credit accounting
- Must possess the ability to multitask, attend to detail, organize work effectively, meet deadlines and report status of work in a regular and systematic fashion
- Must possess excellent communication skills, good interpersonal, organizational, and supervisory skills
- Position requires high skill in use of Microsoft Office Word, Excel and Google Suite, and strong working knowledge of Windows-based and/or web-based General ledger and human resources reporting and data entry packages
- Position requires the ability to work independently as well as with staff, teachers, and parents at all times to exhibit a positive attitude, to be self-motivated and to be able to cope successfully with stressful situations, schedules, and deadlines
- Ability to read and comprehend complex instructions, correspondence, and memos.
- Ability to write complex correspondence.
- Ability to effectively present information in one-on-one and small group situations to district officials, clients, and other employees of the organization
- Advanced math skills: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- Advanced reasoning ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Work requires professional written and verbal communication and interpersonal skills. Ability to motivate teams to produce quality materials within tight timeframes and simultaneously manage several projects. Ability to participate in and facilitate group meetings.
- Work requires willingness to work a flexible schedule.
- Some knowledge of contracts, liability insurance
- Grants (e.g., PCSGP grant) and grant management
- Some knowledge of Proposition 39 process and lease agreements

DIRECTOR OF HUMAN RESOURCES

Reports to: Superintendent

Qualifications:

- At least three years managing a human resources department preferred
- Bachelor's degree required
- Master's degree preferred

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Responsibilities:

- The Director of Human Resources will manage the development and implementation of all processes related to recruitment, development, and retention, including:
- Developing and implementing approaches to Baldrige Category 5 processes (Workforce Focus) so that, by June 30, 2017, a CAPE application using these approaches would score above 70%.
- Tracking and improving the measurements in Baldrige Category 7.3 (Workforce-Focused Results) by December 31, 2016.
- Coordinating recruitment, including placing advertisements, preparing mailings, and soliciting applications for job openings via electronic and other means; screening and reviewing job applications and identifying potential candidates; scheduling and conducting interviews; receiving and responding to job inquiries.
- Collaborating with school leaders to determine staffing needs.
- Maintaining an updated file of job descriptions and distributing them for announced job openings.
- Organizing a corps of substitute employees.
- Monitoring professional certifications and coordinating the processing of state credentials for professional employees.
- Conducting benefit reviews, monitoring sick leave bank, and certifying employee classifications and salaries.
- Coordinating mandatory staff training.
- Developing and maintaining a system of personnel records for all school employees in order to provide a comprehensive, efficient, accurate, and current record of all matters pertinent to employment, transfer, retirement, leave, promotion, discipline, demotion, etc.
- Managing benefits administration, including Ingenium health, vision, dental, life, and disability insurance benefit plans and worker's compensation for all employees.
- Developing the process and format to develop and evaluate Ingenium support staff.
- Coordinating employee surveys and reports.
- Processing recommendations for the discipline and/or termination of employees, assembling substantiating information, and arranging and conducting, as needed, conferences and hearings.
- Maintaining up-to-date human resources policy and procedure manuals.
- Conducting exit interviews.
- Processing conference and workshop requests.
- Attending Ingenium Schools board meetings and serving to actively improve communication, cooperation, and planning at the home office.
- Ensuring Ingenium Schools maintains compliance with human resources mandates.

Knowledge and Abilities:

- Human resources laws and regulations
- California teacher credentialing laws
- Quality systems and experience in applying them in an educational setting
- Collaborate with colleagues to improve systems and solve problems
- Develop oral and written communications

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- Present to small and large groups
- Manage multiple tasks simultaneously while prioritizing projects and assignments
- Work under time pressure while maintaining a positive work environment
- Maintain a positive attitude
- Maintain regular attendance

DIRECTOR OF STUDENT SERVICES

Reports to: Superintendent

Qualifications:

- MA/MS degree in Special Education or related field
- Previous experience as a Special Education teacher
- Experience in crisis prevention and intervention required
- Administrative Credential (preferred but not required)

Responsibilities:

- Administer and manage provision of Special Education, GATE, and EL programs and services.
- Coordinate Mental Health and Behavior programs and interventions.
- Establish and maintain process and procedures for the implementation of the district special education programs.
- Initiates and exercises good judgment and positive working relationships with community, students, staff and with public and private agencies.
- Regularly meets with principals and special education staff to coordinate student support services throughout the district.
- Monitor and assist with referral, assessment, and identification of special needs pupils.
- Observes, consults and assists instructional assistants, program specialists, speech and language pathologists, psychologists, occupational therapists, general education teachers, and administrators in the operation of special education services.
- Participate as a team member or facilitator at IEP and 504 meetings as needed.
- Provide site administrators with recommendations for the assignment of pupils to appropriate special education programs, including administrative placements.
- Administer and supervise preschool special education programs.
- Assist in developing and monitoring the special education budget.
- Consult with professionals, the community, parents and agencies regarding special education laws, procedures, policies, programs and placement, as well as oversight of all Section 504 Plans.
- Provide in-service training for district staff, parents and community groups.
- Assist in developing and revising board policies and administrative regulations.
- Supervise the preparation of and filing of all data and reports required by SELPA, County, State and Federal agencies for special education students and programs.
- Represent Ingenium Schools at operations meetings, and subcommittee meetings.
- Assist in monitoring Local Plan implementation, legal compliance and data collection.
- Represent the district in due process complaints and alternative dispute resolution processes.

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- Provide leadership, support and direction in student service responsibilities including but not limited to: pupil services, school attendance, Child Study Team, health, counseling, guidance services, and home teaching.
- Provide coordination and management of the district Section 504 process.
- Serve as a resource to site administrators in pre-referral and Child Study Team practices.
- Supervises and assists EL Coordinator in coordinating and supervising the EL program and master plan.
- Serve as a resource to site administrators in student management and discipline.
- Ensure due process procedures for students being recommended for disciplinary action (suspension and expulsion).
- Supervise and coordinate provision of services for gifted and talented students.
- Coordinate mental health interventions for general education students.
- Attend cabinet meetings and other Ingenium administrative meetings at the direction of the Superintendent

Knowledge and Abilities:

- Knowledge of federal and state laws and procedures, codes, regulations and requirements pertaining to areas of assigned responsibility for special education and identifying student learning and behavior characteristics
- Knowledge of principles, practices, methods and strategies applicable to special education curriculum development and strategies for implementation
- Knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar

CHIEF INFORMATION OFFICER

Reports to: Superintendent

Qualifications:

- A Commission on Teacher Credentialing certificate, permit, or other documentation equivalent to that which a teacher in other public schools would be required to hold.
- A bachelor's degree from an accredited college or university with experience and/or training in educational technology.

Responsibilities:

- Display competency with administrative and instructional applications of technology.
- Use multi-media equipment and applications, basic software applications and common operating systems.
- Demonstrate a working knowledge of hardware components and their functions.
- Possess the ability to implement new technologies.
- Demonstrate working knowledge of fundamental network design and common network operating systems.
- Design and implement computer networks suitable for educational settings.

Knowledge and Abilities:

- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school's student population.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.

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- Experience working under time pressure and maintaining a positive work environment.

DIRECTOR OF EXPANDED LEARNING PROGRAM

Reports to: Superintendent

Qualifications:

- high school diploma or GED required;
- 2-4 years of experience and/ or associate degree, in early childhood education and/or development highly desired;
- bachelor's degree preferred;
- previous supervisory experience, preferably in a team environment; and,
- experience working with children of varied ages required.

Responsibilities:

- Design, develop, manage, implement, and evaluate the expanded learning program; identify program improvement needs; develop and monitor progress towards program goals and objectives
- Hire, train, advise, and supervise expanded learning program site coordinators
- Oversee the maintenance of all administrative and program records including (but not limited to) enrollment, inventory, and time sheets
- Oversee and assist in the development and coordination of academic and enrichment projects and activities; supervise staff in implementing program activities to encourage attendee's intellectual, creative, artistic, and athletic abilities
- Apply for and manage all after-school program grants; monitor and oversee grant compliance

Knowledge and Abilities:

- Planning and implementing age-appropriate, enriching activities.
- Ability to manage and motivate students and staff.
- Using time efficiently and developing realistic action plans using quality tools.
- Evaluating program outcomes while looking for ways to improve and promote quality.
- Effective management and leadership skills.
- Exercising mature judgment and sound decision making.
- Communicating effectively both orally and in writing.
- Ability to work with varied populations, positions, and ages.

DIRECTOR OF RECRUITMENT AND ENROLLMENT

Reports to: Superintendent

Qualifications:

- At least three years' experience in developing recruitment and building enrollment preferred
- Bachelor's degree required
- Master's degree preferred
- Proficiency in application software, Microsoft Word, Excel, Website and Social Media

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Responsibilities:

- Provides leadership in enrollment management, which includes admission, marketing, and recruitment and directs the process of attracting, enrolling and retaining students.
- Sets annual enrollment and admission goals, in accordance with the school's mission to promote economic, racial, and ethnic diversity in the student body, based on enrollment goals set by the Board of Trustees.
- Attends Board of Trustee meetings when appropriate, is involved in strategic planning and keeping the Board fully apprised of the School's enrollment and marketing endeavors. Provides extensive enrollment data (including recruitment, attrition, retention, geographic, and enrollment trends) to Board. Participates on additional Board committees that align with Director of Recruitment and Enrollment.
- Continues efforts to broaden diversity of all kinds at the school, including socio-economic and racial and ethnic diversity, through outreach to families and working with community-based programs.
- Manages new student enrollment and assists with the reenrollment of current students
- Understands and informs the cabinet, admission staff and community about research and demographics and recruitment and enrollment trends, ensuring that changes and challenges are anticipated, understood, and addressed.
- Leads the marketing and branding efforts of the Charter School. Oversees the production, placement, and distribution of all recruitment literature, publications, and marketing materials. Develops and implements strategic marketing ideas, including a digital marketing plan.
- Oversees the involvement of parent volunteers, faculty and Board members in the general marketing of the School to prospective parents, including selection and training of all parent tour guides.
- Formulates annual Recruitment and Enrollment Action Plans with goals and objectives.
- Maintains statistical and trend data related to admission and enrollment. Presents statistical and trend information to Cabinet, Board of Trustees, and faculty.
- Directs outreach recruitment plan. Becomes familiar with the academic program and curriculum in order to communicate with prospective families.
- Collects information on how the Charter School is viewed in the community, through ongoing surveys to prospective parents, conversations with parents, consultants and feeder schools, and, as necessary, work with consultants.
- Oversees all on-campus visitation to prospective families.
- Represents the Charter School at public events, on and off campus, which includes coordinating on- and off-campus events, including campus tours, Parent Information Evenings, and Neighborhood Coffees designed for prospective parents.
- Maintains and encourages relationships with preschools, community-based organizations and counselors, to keep lines of communication open with their faculty and administrators and to familiarize them with the Charter School program.
- Assists new families to acclimate to the School, particularly through orientation events and timely responses.

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CHILD NUTRITION SERVICES DIRECTOR

Reports to: Superintendent

Qualifications:

- Associate degree or above, with relevant experience in school nutrition programs strongly preferred.

Responsibilities:

Personnel Management

- Prepares job descriptions
- Interviews candidates for employment
- Supervises personnel within the Child Nutrition Program
- Conducts appropriate staff
- Determines staff training/development needs
- Develops/Implements appropriate staff training and development

Financial Management and Recordkeeping/Reporting

- Develops, implements and monitors internal controls to ensure financial accountability and program integrity
- Tracks revenues and expenditures
- Oversees payment of invoices in an accurate and timely manner
- Prepares required reports for the CMO and CDE
- Retains appropriate financial and participation records

Purchasing and Contracting

- Evaluates bids and product quality prior to awarding contracts
- Recommends vendors to receive product
- Monitors the Terms and Conditions of the contracts to ensure Contractor compliance
- Oversees testing of
- Conducts Competitive Negotiations with potential vendors as needed
- Enforces the CMO's Procurement Code of Ethics to ensure integrity in the procurement process and prevent potential conflicts of interest

Food Production and Service

- Establishes, implements, and evaluates policies and procedures for quality standards and quantity control
- Works with FSMC to reduce food waste in meal ordering
- Plans/oversees special events catering

Compliance

- Implements free/reduced price meal program in a manner that protects and preserves the civil rights of all students
- Ensures an accurate meal counting/claiming system throughout the district
- Ensures compliance with Federal laws, State General Statutes, policies of the California Department of Education and policies/priorities of the local Board of Education
- Monitors the district's mandated HACCP Plan, along with the FSMC, and ensures each school is inspected by the local Department of Health
- Contributes to the nutrition and nutrition education components of the district's local wellness policy; serves as part of the district's Coordinated School Health Team
- Conducts routine on-site reviews of all facilities

"Restoring Joy and Meaning to Learning"

- Implements Corrective Action when needed to address any deficiencies identified within Child Nutrition Program
- Monitors the CMO's use of Federal funds to ensure they are used only for allowable purposes

Marketing and Public Relations

- Develops social marketing plans to involve students, parents, school personnel and community partners in the CMO's Child Nutrition Program
- Prepares appropriate newsletters, news releases, and brochures to inform, involve and engage the community in various Child Nutrition initiatives

Knowledge and Abilities:

- Some knowledge of food systems management, including the purchasing, receiving, storage, preparation and service of meals to students
- Some knowledge of the principles of optimal nutrition as applied to students
- Thorough knowledge of Federal and State regulations, policies of the California Department of Education pertaining to the operation of the Child Nutrition Program and various nutritional, operational and financial procedures as prescribed by the US Department of Agriculture
- Knowledge of fiscal control and the budget management
- Considerable knowledge of Federal and State regulations governing the procurement of food, supplies, equipment, technology and services in the Child Nutrition Program
- Considerable knowledge of personnel management practices
- Ability to develop and provide training programs for school nutrition personnel
- Ability to establish and maintain positive working relationships

ENGLISH LANGUAGE COORDINATOR

Reports to: Director of Curriculum and Instruction

Qualifications:

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

EXECUTIVE COORDINATOR

Reports to: Superintendent

Qualifications:

- High School Diploma required
- BA/BS degree preferred
- Experience as an Executive Secretary or Administrative Assistant (at least 3 years)
- Experience with nonprofit and/or education organizations preferred
- Experience supporting a Board of Trustees

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Responsibilities:

Administrative/Operations/Board

- Adhere to all policies, practices and procedures established by Ingenium Schools
- Perform highly complex clerical and administrative duties under little direction from the superintendent and board members
- Conduct research, compile data, and prepare presentations and/or reports for presentation by the superintendent and board, as needed
- Identify creative solutions for process or workflow improvements
- Resolve problems brought to the superintendent with little direction and exercising sound judgment
- Assemble materials for the superintendent and board members
- Organize board materials and packages
- Consult with department heads, the superintendent, board members and other staff members regarding the status of various items of board business, scheduling of meetings, and correspondence
- Interpret board rules, regulations, adopted policies and procedures for the public and for CMO personnel, exercising sound judgment, discretion, and tact
- Review a variety of reports, minutes, and correspondence, obtain related information to bring to the attention of the board and superintendent, and prepare briefs from reports and publications for the board and superintendent, as needed.
- Compile and organize information requested by the board and performs simple research as required
- Perform general office duties: ordering supplies, basic bookkeeping, etc.
- Accurately and efficiently manage superintendent's schedules, calendars, and daily activities
- Prioritize and respond to superintendent's outgoing or incoming correspondence including e-mail, letters, packages etc.
- Prepare invoices, reports, memos, letters, financial statements, and other documents using word processing, spreadsheet, lucid charts, database or presentation software
- Organize and analyze data
- Maintain and organize electronic and paper records ensuring information is easily accessible
- Ensure security of confidential documents and information while maintaining confidences
- Anticipate executives' needs and take initiative to complete necessary tasks
- Accurately and timely complete expense reports
- Receive and screen phone calls for urgency and nature of business and exercises judgment in answering questions or referring them to a department or the superintendent; redirect calls when appropriate using professional and courteous manner;
- Prepare agendas and coordinate catering for meetings, as needed
- Attend board meetings to record minutes
- Timely and accurately arrange travel for executives

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Support Network Office Staff's Development and Growth

- Organize and prepare trainings for network's office administrators and office support specialists
- Review and collect data relevant to the office network and improve processing using the PDSA cycle
- Conduct relevant research and prepare reports, as needed

Knowledge and Abilities:

- Brown Act
- Relevant Education Code
- Clerical: Gmail, Microsoft Office, Google Drive, Google Docs, Google Calendars, Excel, Lucid Charts, PowerPoint
- English language: including the meaning and spelling of words, rules of composition, and grammar
- Computers and electronics: Mac OS, computer hardware, software, applications and Internet search skills, use of copier and scanner
- Customer and Personal Service: Customer needs assessment, meeting quality standards for service, evaluation of customer satisfaction
- Administration and management: principles involved in strategic planning and coordination of people and resources
- Interpret rules, regulations, policies and procedures
- Represent the superintendent, as needed
- Obtain and impart information courteously and accurately
- Exercise initiative and judgment and make sound decisions
- Work under pressure and with deadlines
- Actively listen and learn
- Comprehend (written and spoken words)

PRINCIPAL

Reports to: Superintendent

Qualifications:

- A master's degree in education, and at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills
- Knowledge of quality systems and experience in applying them in an educational setting
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting
- Capacity to build a school culture which mobilizes the efforts of all students, staff, and parents to realize the school mission
- Knowledge of effective practices motivating all students to adhere to high standards of conduct
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school's student population
- Capacity to facilitate groups to plan and make decisions
- Capacity to build relationships that foster the development of staff

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- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction
- Capacity to observe, evaluate and select effective teachers and identify effective teaching strategies
- Skill in oral and written communications
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments
- Experience working under time pressure and maintaining a positive work environment

Responsibilities:

- Please refer to Element 4 for more details.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
- Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
- Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
- Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
- Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

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Knowledge and Abilities:

- Common Core State Standards in instruction and assessment
- Quality systems and experience in applying them in an educational setting
- Effective practices for motivating all students to adhere to high standards of conduct
- Urban children and their families, especially those represented in the school's student population
- Create high quality oral and written communications
- Manage multiple tasks simultaneously while prioritizing projects and assignments
- Work under time pressure while maintaining a positive work environment
- Maintain positive attitude
- Maintain regular attendance

ASSISTANT PRINCIPAL*Reports to:* Principal*Qualifications:*

- A valid California Administrative Credential preferred
- California Teaching Credential preferred
- Non-violent Crisis Intervention ("NCI") Certificate preferred
- Experience implementing high academic standards and rigorous curricula
- A master's degree in education preferred
- Three years of experience working in a Title I school preferred
- Teacher leadership role preferred
- Bilingual (Spanish/English) preferred

*Responsibilities:***School Culture**

- Support development of student interventions (academic and behavioral) and other student support systems
- Collaboratively support a school culture of high expectations for all students throughout the school community
- Collaboratively communicate and develop the vision that supports the school's goals, and articulate and model the school's values
- Recognize and build on strengths of students and staff
- Recognize student and staff improvement and achievement
- Ensure a safe and orderly environment
- Assume responsibility for implementing discipline procedures as stated in the family/student handbook
- Ensure student/staff compliance with policies determined by the Board of Trustees, the executive leadership team, and local, state, and federal regulations
- Develop innovative strategies, preventative approaches, and proactive plans for students who exhibit at-risk behaviors.

Academic

- Provide support in the formulation, implementation, and annual adjustment of academic programs

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- Lead instructional staff's professional development to improve student achievement and continually improve instruction
- Conduct teacher observations and provide meaningful feedback to teachers using positive, cognitive coaching techniques
- Help teachers set and achieve instructional-based aims
- Increase teacher proficiency on the teacher capacity matrix
- Implement and support research-based teaching and learning practices
- Assist in providing supervision and oversight for substitute teachers
- Supervise and provide feedback to assigned staff

Data Driven

- Manage student data and achievement tracking systems
- Use student data to develop strategic initiatives
- Support staff analysis of student assessment data to plan improvements to the educational program

Collaboration/Management

- Assist principal in performance of his/her duties and act in capacity of principal during principal's absence from school
- Support effective teams of people jointly responsible for attainment of school aims and committed to achieving excellence
- Engage the active support of parents and community members in support of the education of all students in the school
- Assist principal in selection of school personnel, as requested
- Oversee compliance in assigned areas such as: testing, admissions, special education, and other areas
- Support the student recruitment and enrollment process
- Continually improve by proactively looking for solutions and development of skills and processes
- Perform other tasks consistent with the goals and objectives of this position

Knowledge and Abilities:

- Common Core State Standards in instruction and assessment
- Quality systems and experience in applying them in an educational setting
- Effective practices for motivating all students to adhere to high standards of conduct
- Urban children and their families, especially those represented in the school's student population
- Create high quality oral and written communications
- Manage multiple tasks simultaneously while prioritizing projects and assignments
- Work under time pressure while maintaining a positive work environment
- Maintain positive attitude
- Maintain regular attendance

DEAN OF STUDENTS

Reports to: Principal/Assistant Principal

Qualifications:

- Application of Quality Learning in own classroom as a teacher before seeking administrative role preferred
- A clear California teaching credential (or out-of-state equivalent) required
- Experience building positive culture through intrinsic motivation.
- Bilingual (Spanish/English) preferred
- CPR and 1st Aid preferred

Responsibilities:

Support Ingenium Goals:

- Support the mission, vision, and core values of Ingenium Schools
- Strive to implement, by instruction and action, Ingenium Schools' philosophy of education and instructional goals and objectives
- Maintain and improve professional competence, and participate in all required professional development opportunities
- Attend mandatory training as required

Behavior Management System:

- Lead the development, implementation, and evaluation of a comprehensive behavior system that clearly articulates the school-wide systems and supports students will use to build positive relationships and manage their own behavior.
- Train, coach, and support teachers and staff to effectively implement the behavior system, including how to track behavior. Professional development for teachers and staff should emphasize how to proactively handle behaviors in a responsive and just way.
- Train and coach students on the behavior system to maintain a positive school climate and culture of high expectations.
- Effectively respond to student referrals with a restorative and responsive lens as well as appropriate behavior modification strategies.
- Effectively communicate with parents to create partnerships to support students.
- Manage a system to collect, input, and monitor effectiveness of individual student behavior referrals as well as trends in class, grade, and school.
- Utilize the PDSA process to evaluate behavior trends and adjust the behavior system and supports to improve school culture.
- Observe in classrooms and on the yard in order to provide relevant and timely feedback to staff on how to improve behavior management. When necessary, observe target students or student sub-groups in order to develop effective supports and behavior plans.

Student Success Team Process:

- Serve as the primary coordinator of the "Student Success Team" team to develop more intensive plans and supports for students not responding to the school-wide behavior system.
- Collaborate with behavior specialists, special education teachers, counselors, or other administrators to determine behavior plans as part of the SSPT process.
- Support teachers, staff, and parents to implement SSPT behavior plans, including tracking student growth during the implementation of the SSPT behavior plan.

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Positive School Culture:

- Collaborate with teachers and administrators to design and implement key whole-school activities to build and celebrate school culture, such as community meetings, assemblies, and other activities.
- Support bridging and orientation activities for new students and families to Ingenium Schools during the summer and beginning of the year.
- Develop student leadership pathways, student voice in community meetings, and opportunities for students to use their agency to build culture and community.
- Serve as the point person for field trips. Develop and communicate field trip policy, approve field trip requests, and support teachers and staff to lead successful field trips.
- Serve as the point person for special events such as culmination. Lead a team to plan and execute special events.

Family Communication and Support:

- Collaborate with administration to lead proactive, site-based learning experiences for families that connects to building positive student culture.
- Provide targeted support for families of students who are at risk, such as connecting with wraparound services.
- Clearly and consistently communicate with all stakeholders, especially families, about student behavior and interventions.

Policies and Safety:

- Develop, implement, and refine clear policies for student incidents, including how to investigate, communicate with parents, and determine just consequences.
- Train, coach, and support teachers and staff to fully implement student incident policies.
- Collaborate with site administration to update and refine the parent-student handbook.
- Manage the suspension process, communicating and collaborating with the principal as incidents escalate and reach expulsion level. Track and report suspensions and expulsions.
- Lead the development and implementation of outdoor supervision systems to ensure student safety.
- Train, coach, support, and evaluation the supervision staff to effectively implement the outdoor supervision systems.

Attendance:

- Collaborate with the attendance clerk to maintain clear attendance records that monitor student attendance and tardies on a daily, weekly, and monthly basis.
- Lead the PDSA process to increase or maintain a high ADA.
- Manage the SARB process.

Knowledge and Abilities:

- Effective practices for creating intrinsically motivating environments.
- Quality systems and experience in applying them in an educational setting, especially tracking and PDSA tools.
- Various processes and policies: SSPT, SARB, suspension and expulsion.
- Urban children and their families, especially those represented in the school's student population.

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- Communicate clearly, both orally and in writing
- Inspire and coach adults to build staff capacity
- Manage multiple tasks simultaneously while prioritizing projects and assignments
- Learn quickly and advocate for own learning needs
- Build positive culture with parents, students, staff, and other stakeholders
- Work under time pressure while maintaining a positive work environment
- Maintain positive attitude
- Maintain regular attendance

PSYCHOLOGIST

Reports to: Director of Student Services

Qualifications:

- MA/MS degree in Educational Psychology or related field
- DIS counseling experience required
- Experience in crisis prevention and intervention required
- Previous experience in a School Psychologist role preferred
- Pupil Personnel Services credential in School Psychology, required
- Nonviolent crisis intervention training (will be provided if needed)
- First aid and CPR (will be provided if needed)

Responsibilities:

- Administer and interpret psychological assessments
- Provide recommendations for eligibility, accommodations, and programing
- Participate and facilitate IEP meetings
- Coordinate Mental Health and Behavior programs
- Provide psycho-educational assessments, including but not limited to initial evaluation, triennial evaluation, manifestation determination, functional analysis, socio-emotional evaluation, and others as needed
- Actively participate and facilitate IEP meetings
- Compile and interpret results of psycho-educational assessments to diagnose conditions and help assess eligibility for special services
- Work as part of a team to make program recommendations
- Provide consultation to parents, teachers, administrators, and others on topics such as learning styles and behavior modification techniques
- Develop student goals and objectives
- Provide counseling services to students with mental health needs
- Counsel students (and families as needed) to help solve conflicts and problems in learning and adjustment
- Serve as a resource to help families and schools deal with crises, such as separation and loss
- Refer students and families to appropriate community agencies for medical, vocational, or social services
- Write coherent and comprehensive individual behavior support plans
- Serve as a Behavior Intervention Case Manager ("BICM") for designated special education students under the 1994 Hughes Bill, mandating "Positive Behavior Intervention" plans
- Act as liaison between public and private agencies and county programs

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- Collaborate with school staff around RtI implementation, student success/study team meetings, and crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations needed for a specific student
- Maintain data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; Submit records, reports, and assignments promptly and efficiently
- Develop, coordinate and provide in-service training to staff, parents and agency personnel
- Supervise psychology interns as necessary
- Perform additional duties and responsibilities as assigned by the director of student services

Knowledge and Abilities:

- Knowledge of federal and state laws and procedures, codes, regulations and requirements pertaining to areas of assigned responsibility for special education
- Knowledge of psychological and educational techniques, tests, materials, methods, theories and trends in assessing and identifying student learning and behavior characteristics
- Knowledge of principles, practices, methods and strategies applicable to special education curriculum development and strategies for implementation
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavior and affective disorders
- Knowledge of principles, methods, and procedures for diagnosis, treatment and rehabilitation of physical and mental dysfunctions, and for counseling and guidance
- Knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar
- Ability to select appropriate assessment instruments and methods of assessment
- Counsel students in individual and group situations
- Write coherent and comprehensive psychological reports
- Listen and understand information and ideas presented through spoken words and sentences
- Communicate information and ideas in speaking so others will understand
- Establish effective working relationships with staff, district personnel, other agencies and the public
- Bilingual (English/Spanish) preferred, but not required.
- Ability to work independently at a high level of professionalism
- Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments as you may be required to travel from site to site to work with students and faculty at different Ingenium Schools schools

COUNSELOR

Reports to: Director of Student Services

Qualifications:

- MA/MS degree in Social Work, Counseling, School Psychology or related field
- DIS counseling experience required
- Experience in crisis prevention and intervention required
- Previous experience in a Counselor role preferred
- Pupil Personnel Services credential or LMFT Licensure or LCSW Licensure required
- Nonviolent crisis intervention training (will be provided if needed)
- First aid and CPR (will be provided if needed)

Responsibilities:

- Provide group and individual counseling for general education and special needs students
- Participate and facilitate IEP meetings
- Support in coordinating and developing Mental Health and Behavior programs
- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Demonstrate the ability to assist with IEP Programming, specifically for students that require mental health/social-emotional supports.
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Ingenium
- Work collaboratively with families to plan for student programming, including, but not limited to parent and staff education.
- Provide crisis counseling and referrals for students as needed
- Create positive and consistent communication with Ingenium staff
- Assist in the development of IEP goals related to Mental Health/Social-Emotional needs
- Regularly progress monitor IEP goals through use of an online IEP system
- Regular attendance at IEP meetings for the purpose of reporting student progress
- Work collaboratively with the IEP team to write, implement and progress monitor Behavior Intervention Plans in accordance with the IDEA.
- Provide support to teachers (Ed Specialists and GE teachers) through: modeling, observing, coaching, and planning.
- Provide support to students receiving mental health services that require behavioral support, per Individual Education Plans.
- Cross-collaborate with outside agencies.
- Actively participate and facilitate IEP meetings
- Compile and interpret results of psycho-educational assessments to diagnose conditions and help assess eligibility for special services
- Work as part of a team to make program recommendations
- Develop, coordinate and provide in-service training to staff, parents and agency personnel
- Provide consultation to parents, teachers, administrators, and others on topics such as learning styles and behavior modification techniques
- Develop student goals and objectives
- Provide counseling services to students with mental health needs

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- Counsel students (and families as needed) to help solve conflicts and problems in learning and adjustment
- Serve as a resource to help families and schools deal with crises, such as separation and loss
- Refer students and families to appropriate community agencies for medical, vocational, or social services
- Serve as a Behavior Intervention Case Manager (BICM) for designated special education students under the 1994 Hughes Bill, mandating “Positive Behavior Intervention” plans
- Act as liaison between public and private agencies and county programs
- Collaborate with school staff around MTSS implementation, student success/study team meetings, and crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations needed for a specific student
- Maintain data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; Submit records, reports, and assignments promptly and efficiently
- Write coherent and comprehensive individual behavior support plans
- Supervise counseling interns as necessary
- Perform additional duties and responsibilities as assigned by the Principal

Knowledge and Abilities:

- Knowledge of federal and state laws and procedures, codes, regulations and requirements pertaining to areas of assigned responsibility for special education
- Knowledge of, and ability to implement, de-escalation techniques
- Knowledge of child guidance principles and practices, especially as they relate to students with learning disabilities, development delays and autistic-like behaviors
- Knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar
- Ability to counsel students in individual and group situations
- Ability to listen and understand information and ideas presented through spoken words and sentences
- Ability to communicate information and ideas in speaking so others will understand
- Ability to establish effective working relationships with staff, district personnel, other agencies and the public
- Bilingual (English/Spanish) preferred, but not required.
- Ability to work independently at a high level of professionalism
- Ability to use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations
- Possession of a valid California driver’s license: willingness to provide own transportation in conduct of work assignments as you may be required to travel from site to site to work with students and faculty at different Ingenium Schools

SPECIAL EDUCATION CASE MANAGER

Reports to: Director of Student Services

Qualifications: A Special Education (Education Specialist Instruction) Credential is required as mandated by the California Commission on Teacher Credentialing.

Responsibilities:

- Run weekly SPED meeting.
- Review SELPA memos.
- Review Minutes.
- Review IEP timelines.
- Review SPED calendar.
- Review hot cases.
- Review upcoming training.
- Assessment plans and reports, and presentation.
- Site specific update.
- Case load assignment.

DVR Compliance

- IEP
- Modified Consent Decree.
- Teacher notification.
- Goals: objective, measurable, obtainable.
- Cumulative record compliance: Green folder checklist.
- NPS placements: Coordination, Visitation, Student Monitoring.
- Uniform Complaint Officer.

SELPA Duties

- Attendance at Meetings.
- Monitor 70% participation rate.
- Serve on at least one committee.
- Grant writing.
- Request from support SELPA.

IEP Duties

- IEP Completion.
- Scheduled 60 days in advance.
- Attend meetings as Administrative designee when requested.
- Role in meeting- Welligent compliance and IEP compliance.
- Team advocacy member: maintain integrity of team, and spirit of IEP meeting. Pre brief and debrief meeting with relevant members, make sure appropriate documentation is present at meeting. Make sure documentation is signed and closed appropriately. Make sure all relevant statements are completed. Maintain time limits of IEP. Assess effectiveness of presenters. Educate parent through IEP process. Ask relevant questions of experts to clarify educational jargon.

Parent Communication

- Make sure parent concerns are addressed when needed.
- Make sure parents are fully informed when involvement of guardian is vital.
- High needs (due to legal, intensity, severity of disability, amount of service provision or parent involvement) case manager.

Welligent Compliance

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- Make sure all reports are routinely reviewed.
- Make sure administrations questions are answered.
- Review MCD and make adjustments as necessitated.
- Communicate global announcements to staff.
- SELPA liaison regarding any new Welligent procedures.

Service Provider communication and development

- Request contracts.
- Review service logs for approval.
- Assess effectiveness of service providers.
- Seek new service providers.
- Assist Director of Student Services in manners regarding service providers.

Site Administration Debriefs

- IEPs
- Staff
- Welligent
- Trainings
- Programs
- Students
- MCD
- Positive School Climate
- State of Behavior Plan Development and Implementation – Requires monitoring, including subjective (observation) and objective (discipline data).
- State of Accommodation implementation – requires review of student data cloud and collaboration with S.A.'s.

Collaboration with Director of Student Services

- Discuss with the Director of Student Services on all matters regarding special education.
- Research and advise IDEIA 2004 compliance and refer to legal for interpretation.
- Attend Due Process hearings and relay Superintendent's decisions to legal.
- Monitor promotion progress of disabled students.
- Collaborate with Administration for full participation of disabled students in educationally related activities.

Knowledge and Abilities:

- Experience implementing high academic standards and curricula in an educational setting
- Capacity to teach in a school that mobilizes all students to achieve at high levels
- Knowledge of effective practices motivating all students to adhere to high standards of conduct
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population
- Capacity to analyze data on student learning to identify needs for improvement in instruction
- Skill in oral and written communications
- Capacity to work as an effective team member

SPECIAL EDUCATION TEACHER

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Reports to: Principal

Qualifications: A Special Education (Education Specialist Instruction) Credential is required as mandated by the California Commission on Teacher Credentialing.

Responsibilities:

- Design, implement, and monitor the learning experiences of each student
- Work collaboratively with staff, students, parents, and community partners and communicate regularly with parents
- Establish challenging aims or targets for improvement of individual and overall student academic performance, following the guidelines of the student's individualized education plan. These aims will be a combination of absolute measures and measures of progress.
- Collaborate with classroom teachers to support student aims and IEP goals
- Review class performance with all students and modify class learning plans based on class performance and student input
- Analyze data from assessments of student work with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones
- Other duties as assigned

Knowledge and Abilities:

- Experience implementing high academic standards and curricula in an educational setting
- Capacity to teach in a school that mobilizes all students to achieve at high levels
- Knowledge of effective practices motivating all students to adhere to high standards of conduct
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population
- Capacity to analyze data on student learning to identify needs for improvement in instruction
- Skill in oral and written communications
- Capacity to work as an effective team member

TEACHER

Reports to: Principal

Qualifications:

A Commission on Teacher Credentialing certificate, permit, or other documentation required. Commission on Teaching Credentialing certificates, permits, or other documents equivalent to those which a teacher in other public schools would be required to hold shall be maintained on file at the charter school and are subject to periodic inspection by LAUSD as the chartering authority. (Ed. Code, § 47605(1).)

Objective:

Significant student progress toward meeting the school's academic standards.

Responsibilities:

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

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- Work collaboratively with staff, students, parents, and community partners and communicate regularly with parents
- Establish challenging aims or targets for improvement of individual and overall student academic performance. These aims will be a combination of absolute measures and measures of progress.
- Maintain class aim folders to set class learning aims and action plans and track class learning progress
- Review class performance with all students and modify class learning plans based on class performance and student input
- Analyze data from assessments of student work with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones
- Other duties as assigned

Knowledge and Abilities:

- Experience implementing high academic standards and curricula in an educational setting
- Capacity to teach in a school that mobilizes all students to achieve at high levels.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population
- Capacity to analyze data on student learning to identify needs for improvement in instruction
- Skill in oral and written communications
- Capacity to work as an effective team member

SPECIAL TEACHER

Reports to: Principal

Qualifications:

- Two years' work experience in respective field
- Bachelor's degree preferred, but not required
- Experience with Art, Music, Dance, and other special areas

Responsibilities:

- Teach knowledge and skills in Special Areas like Art, Music, Language
- Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school
- Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments
- Demonstrate techniques in activities
- Understand a variety of techniques
- Knows and can apply principles of subject
- Provide individual and small-group instruction to adapt the curriculum to the needs of Achievers with varying intellectual abilities, and to accommodate a variety of instructional activities
- Instruct students in proper care and use of tools and equipment

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- Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
- Evaluate each student performance and growth in knowledge and aesthetic understandings, and prepare progress reports and report cards
- Select and requisition books, instructional materials, tools, instructional aids, and maintain required inventory records
- Plan and present displays, presentations, and exhibitions designed to exhibit students' work for the school and the community
- Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities
- Communicate with parents and teachers regarding students' success
- Participate in curriculum and other developmental programs

Potential Non-Core Subject Areas- Subject to Change

- Visual Arts
- Digital Arts
- Choir/Voice
- Theatre Production
- Physical Education
- Acting
- Culinary Arts
- Dance
- Instrumental Music

ADMINISTRATIVE MANAGER

Reports to: Principal

Qualifications:

- high school diploma or GED required;
- bachelor's degree from four-year college or university or one to two years of related experience and/or training preferred; or,
- equivalent combination of education and experience.

Responsibilities:

- schedules appointments, provides appropriate information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties:
 - Prepare and communicate reports
 - Read and route incoming mail. Locate and attach appropriate file to correspondence to be answered by principal.
 - Compose and type routine correspondence
 - Organize and maintain file system, and file correspondence and other records
 - Answer/screen manager's telephone calls, and arrange conference calls
 - Coordinate principal's schedule and make appointments
 - Greet scheduled visitors and conduct to appropriate area or person
 - Arrange and coordinate travel schedules and reservations
 - Conduct research, and compile and type statistical reports

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- Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings
- Make copies of correspondence or other printed materials
- Prepare outgoing mail and correspondence, including e-mail and faxes
- Order and maintain supplies, and arrange for equipment maintenance
- Read, analyze and interpret general education periodicals, professional journals, technical procedures, or governmental regulations
- Write reports, business correspondence, and procedure manuals
- Present information and respond to questions from groups of administrators, teachers, parents, and the general public
- Calculate figures and amounts such as discounts, interest, and percentages
- Independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form
- Employ and interpret word processing, spreadsheets, Internet software, and email

OFFICE SUPPORT SPECIALIST

Reports to: Principal

Qualifications:

- high school diploma or GED required;
- 1-3 years' experience desired

Responsibilities:

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service; greet, assign, equip and orient substitute teachers
- Answer phones using a professional and courteous manner; route calls appropriately; take messages and distribute in a timely manner
- Reply to general information requests with the accurate information; assist with typing, composing, faxing and copying of correspondence and letters
- Process documents and materials such as student transfers, student cumulative reports and schedules; assist in the maintenance of student records, ensuring their accurate completion; distribute flyers; enter enrollment data, update student info and process student data for exits; request information from previous schools for student records and transcript requests
- Maintain accurate attendance records and provide accurate information in mandated District and State reporting
- May assist with collecting lunch count, free/reduced lunch program reporting, and supervision during lunch and recess
- Responsible for making phone calls to parents and preparation of parent meetings
- Sort and distribute mail.
- Translate documentation for teachers, parents and counselors.

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- Demonstrate knowledge of, and support Ingenium Schools' mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of conduct
- Other general office duties/projects as designated and needed.

Knowledge and Abilities:

- Basic computer operation
- Administrative practices and budgetary process
- Menu planning
- Regulations regarding food service facilities
- Nutritional and operational requirements of the National School Lunch and School Breakfast
- Programs, including the evaluation of applications for free and reduced-price meals
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Math skills to add, subtract, multiply, divide whole numbers, calculate averages and percentages
- Basic record-keeping and filing techniques
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Interpersonal skills using tact, patience and courtesy

SPECIAL EDUCATION ASSISTANT

Reports to: principal

Qualifications:

- Associate degree, two years of college, or passage of basic skills test in reading, writing, and math required.

Responsibilities:

- Assist special education teacher in supporting students with disabilities in the general education curriculum by creating daily schedule to include ensuring coverage for students with disabilities in general education classrooms and timing of designated instructional services
- Provide services, supports and interventions directly to students under guidance and daily supervision of special education teacher, to ensure students meet academic and behavioral goal, ie. providing 1:1 support to student in classroom, explaining instructions to students, modeling appropriate behavior, communicating regularly with classroom teacher
- Assist in providing materials to help classroom teacher create curriculum modifications for students
- Assists in developing a student's communication abilities in the written, oral or manual areas (receptive and expressive skill areas)

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- Help provide testing accommodations, for example, supervise student completing test in a separate location or during an extended time
- Assist student and classroom teacher on behavior; e.g. implementing behavior plan; assists in helping students understand their needs and work toward improving their skills in areas where specific areas for improvement have been diagnosed
- Assists special education students in becoming more self-reliant and able to work with general education individuals or groups
- Demonstrate knowledge of, and support Ingenium Schools commitment, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the Code of Conduct

Knowledge and Abilities:

- Appropriate and effective approaches to discipline
- Work with students and staff in maintaining a safe and welcoming school campus
- Understanding and willingness to implement students' individualized education plan (IEP)
- Child cognitive development, knowledge of general needs and behavior of children in special education
- Methods and practices of child instruction and tutoring
- Correct English usage, including spelling, grammar and punctuation
- Administrative practices and procedures, including record keeping and filing
- Communicate clearly and effectively orally and in writing
- Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations

CAMPUS SUPERVISOR

Reports to: Principal

Qualifications:

- high school diploma or GED required;
- 2-4 years' experience and/or Associate degree in early childhood education or development highly desired

Responsibilities:

- Encourage students to set and maintain minimum standards of behavior in all areas of the campus, using positive reinforcement, positive teaching strategies, and shared accountability
- Positively mediate and resolve student conflicts by empowering students to self-identify issues, solutions, and consequences
- In collaboration with teachers, prepare and implement behavior intervention programs for students requiring extra help
- Create safe, developmentally appropriate shared spaces conducive to learning and based on school/student interests and goals
- Implement and support school/organizational policies governing student life and conduct

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- Actively supervise and engage all students in all areas of campus enforcing school rules, school boundaries, and school behavior expectations
- Plan and supervise safe student play at recess, encouraging students to learn from activities
- Identify, report, and/or timely correct major and minor safety risks/hazards on school campus
- Inspect and maintain school equipment in good working order; identify and report need for re-order(s)
- Prepare shared spaces (playground, playground equipment, lunch tables) for recess, lunch, and other campus activities
- Actively clean campus as needed
- Consistently, timely, and accurately complete and deliver written incident reports
- Provide frequent and timely feedback to teachers on student behavior in shared campus spaces
- Maintain student confidentiality
- Confer with teachers and administrators to develop and implement strategies to improve student behavior in shared spaces
- Maintain and improve professional competence and participate in professional development opportunities
- Actively participate in team meetings and serve on staff committees, school-wide events, parent workshops, and community partnership events
- Assist with school/organizational events, general supervision, extra-curricular support, tutoring, etc., as needed
- Related duties as assigned

Knowledge and Abilities:

- Child cognitive development and learning styles
- Learning and motivational strategies for students
- Maintain positive attitude
- Maintain regular attendance (adequate supervision required by law and ability to find staff substitute limited)
- Establish a culture of high expectations based on the belief that all students can be successful
- Interact appropriately with children of all ages and adequately supervise large groups of children
- Communicate effectively, both orally and in writing
- Effectively collaborate with colleagues, parents, and community
- Manage student behavior to ensure every student is fully engaged, productive, and safe
- Read and understand rules and policies, labels, and instructions

FOOD SERVICES COORDINATOR

Reports to: Principal

Qualifications:

- high school diploma or GED required;
- 1-3 years' experience desired

Responsibilities:

- Submit monthly/weekly orders to vendor for all meals; prevent excess waste and/or insufficient production to meet meal count demands
- Adjust orders according to student meal preferences
- Receive and verify all deliveries and refuse unsatisfactory products or services; coordinate delivery, set-up and service with food vendors
- Adhere to health and safety standards; maintain temperature control in all aspects of food preparation and service
- Following meal service, ensure that all areas inside the kitchen and where meals are served are safe and sanitary
- Certify all meals served are compliant under USDA NSLP ensuring all quantities and components are met for reimbursement
- Operate point-of-sale and complete any computer data entry required in a timely manner; complete daily production records including tracking of meals delivered, served and counting leftovers
- Distribute, collect and evaluate student application forms for families that wish to participate in the USDA's National School Breakfast and Lunch Programs; evaluate applications for completeness and assist parents in completing the form; follow up with parents as necessary to complete forms
- Use guidelines to determine eligibility status and process meal applications
- Acts as liaison between meal vendor, school, and Ingenium Schools
- Provide input into the development of the school's annual food services budget for inclusion into Ingenium Schools' annual funding plan
- Provide input into the development of schedules, standards, and procedures for preparing and delivering meals to sites as required
- Demonstrate knowledge of, and support Ingenium Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of conduct

Knowledge and Abilities:

- Basic computer operation
- Administrative practices and budgetary process
- Menu planning
- Regulations regarding food service facilities
- Nutritional and operational requirements of the National School Lunch and School Breakfast
- Programs, including the evaluation of applications for free and reduced-price meals
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

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- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Math skills to add, subtract, multiply, divide whole numbers, calculate averages and percentages
- Basic record-keeping and filing techniques
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Interpersonal skills using tact, patience and courtesy

EXPANDED LEARNING PROGRAM COORDINATOR

Reports to: Expanded Learning Program Director

Qualifications:

- high school diploma or GED required; 2-4 years of experience and/or Associate degree in early childhood education and/or development highly desired;
- bachelor's degree preferred; previous supervisory experience, preferably in a team environment;
- experience working with children of varied ages highly desired.

Responsibilities:

- Adhere to Ingenium Schools policies and procedures as stated in student, staff, and organizational manuals and in Ingenium Schools' trainings and meetings
- Attend weekly staff meetings
- Work in a team environment and encourage open communication regarding concerns/issues with children, parents or co-workers
- Maintain open communication with the principal and the director of expanded learning
- Initiate and maintain positive relationships with school staff including principal, office employees, and teachers
- Assist in the design, implementation, and evaluation of the ELP; identify program improvement needs; develop and monitor progress towards program goals and objectives
- Train, advise, and supervise ELP staff and volunteers
- Maintain all administrative records including (but not limited to) enrollment, inventory, and time sheets
- Develop and coordinate academic and enrichment projects and activities; supervise staff in implementing program activities to encourage attendee's intellectual, creative, artistic, and athletic abilities
- Keep a consistent headcount on all children present at site; communicate changes with all other staff
- Establish and maintain a clean and organized program atmosphere, ensuring the cleanliness of the school facility
- Act as liaison between parents, staff, and school personnel; confer with parents regarding student performance and behavior as necessary

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- Maintain accurate documentation of attendance, absences and emergency information on each child
- Comply with all emergency procedures appropriate to the site and in conformity with procedures adopted by emergency service authorities to ensure the safety of the children and staff
- Ensure that all staff and children are respectful of school property; ensure all school rules are followed
- Demonstrate knowledge of, and support Ingenium Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the Code of Conduct

Knowledge and Abilities:

- Planning and implementing age appropriate, enriching activities
- Using time efficiently and developing realistic action plans
- Evaluating program outcomes while looking for ways to improve and promote quality
- Supervising youth and presenting positive role modeling through all interactions with program participants and staff
- Exercising mature judgment and sound decision making
- Communicating effectively both orally and in writing
- Ability to work with varied populations, positions, and ages
- Excellent computer skills

EXPANDED LEARNING PROGRAM LEADER

Reports to: Expanded Learning Program Coordinator

Qualifications:

- high school diploma or GED required;
- 2-4 years' experience and/or Associate degree in early childhood education or development highly desired

Responsibilities:

- Provide academic assistance, intervention support, and recreational programming to assigned group of after-school children
- Develop, create, and implement academic, recreational, and enrichment activities
- Supervise assigned students to ensure that students are safe and the program operates in an organized and effective manner
- Maintain open, consistent, and clear communication with supervisor, parents, students, and teachers regarding expanded learning students' behavior, support, and needs
- Accurately and consistently monitor student presence and safety
- Maintain accurate documentation of attendance, absences, and emergency information on each child
- Comply with all emergency procedures appropriate to the site to ensure the safety of the children and staff
- Maintain all supplies, equipment, and materials
- Ensure that all staff and children are respectful of school property; ensure all school rules are followed

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- Demonstrate knowledge of, and support Ingenium Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards
- Consistently demonstrate positive interaction with all children;
- Consistently demonstrate positive discipline
- Develop shared, clear, student expectations
- Help children to develop a positive self-esteem and sense of self-worth
- Consistently demonstrate and reinforce the values of caring, respect, honesty and responsibility
- Encourage parents to participate or volunteer in special events or on field trips

Knowledge and Abilities:

- Planning and implementing age-appropriate, enriching learning experiences
- Knowledge of child development
- Knowledge of positive behavior support systems and interventions
- Ability to problem-solve and exercise sound judgement
- Communicating effectively both orally and in writing

PARENT LIAISON

Reports to: Principal

Qualifications:

- High School Diploma or GED equivalent

Responsibilities:

- Build strong parent partnerships that lead to a satisfactory school ratings and positive promotion of our school
- Coordinate the recruitment, training, and retention of consistent volunteers to help improve involvement and increase student success
- Coordinate family workshops and events to increase parent understanding of how to support themselves and their children
- Assure families receive clear communication from the site on a regular basis
- Provide oral and written translation of information for families
- Responds to internal and external inquires to provide information and direction as needed
- Counsels students, staff, and families for the purpose of resolving conflict, solving problems, or making appropriate referrals to outside agencies
- Helps supervise and builds strong relationships with students to ensure their success and to identify key areas of focus for parent workshops and outreach
- Participation in and implementation of school-wide events, parent workshops, and community partnership events.
- Active participation in monthly staff meetings and professional developments
- Collaboration with school wide team to improve instructional skills, classroom management, and to continue professional growth
- Able to participate in community and district meetings.
- Organize and coach parents to participate in board meetings

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Knowledge and Abilities:

- Documented customer service experience.
- Documented experience working with a parent or advocate group.
- Bi-Lingual (Spanish Preferred)
- Experience using Microsoft Office tools.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Clear communication skills
- Problem solving training: An ability to see multiple perspectives and help resolve problems.
- Knowledge of resources in the community.

DESKTOP SUPPORT ADMINISTRATOR

Reports to: Chief Information Officer

Qualifications:

- Minimum of 2 years (3 years preferred) of professional work experience supporting desktop computer equipment in an enterprise environment;
- college diploma or university degree in the field of computer science or information technologies preferable;
- relevant and current certifications in information technologies highly desirable.

Responsibilities:

- Provide technical support to users related to client hardware and software
- Install Ingenium Schools-approved hardware, software, peripheral, and non-computer equipment upgrades
- Interface peripheral devices with computers
- Maintain competency in current operating systems, desktop computer hardware, and peripherals used at Ingenium Schools
- Troubleshoot and repair or replace client hardware including, but not limited to, desktop and laptop Windows or Macintosh computers
- Maintain microcomputer security compliance according to Ingenium Schools' standards
- Maintain accurate reporting of work performed using enterprise-level ticket tracking system
- Assist users with network security issues such as file system rights, account access, and password maintenance
- Maintains inventory control of parts required in repairs or replacement
- Identifies computer software, hardware, and communication problems
- Configures hardware and software to match environment
- Conforms to safety standards as prescribed
- Performs other tasks related to the position as assigned
- Liaise with third-party support and PC equipment vendors
- Lifting and transporting of heavy to moderately heavy objects, such as computers and peripherals

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- Ability to adapt to change quickly

Knowledge and Abilities:

- Knowledge of Windows and Macintosh computer systems
- Knowledge of various client imaging technologies for Mac OS and Windows-based computers
- Knowledge of network printer configuration and support
- Knowledge of computer software packages, (i.e., Microsoft Office, Adobe Acrobat, etc.)
- Knowledge of networking concepts such as directory and file rights, account creation, and network security
- Knowledge of communications and connections between computers, peripherals, and networks
- Skilled in the use of common hand tools such as pliers and screwdrivers
- Ability to maintain professional demeanor
- Ability to work independently and establish priorities, meet deadlines, and handle pressure
- Ability to read and interpret complex materials
- Ability to replace computer and peripheral components
- Ability to effectively communicate with and assist users (teachers, administrators, students)
- Ability to relate well with students, employees, and the public
- Ability to recognize and report hazards and apply safe work methods
- Possess physical and mental stamina commensurate with the responsibilities of the position

Employee Evaluation

Leadership Evaluation

Ingenium Schools leaders develop, in conjunction with their supervisors, capacity matrices for their positions. Leaders self-evaluate their level of metacognition on their capacity matrix, then share their self-evaluation with their supervisor, who provides feedback. After reviewing evidence for their placement on the capacity matrix, leaders identify aims and set implementation intentions for their improvement. In bi-weekly principal meetings and bi-weekly coaching sessions, principals receive coaching and training on their aims with their supervisor, the Director of Curriculum and Instruction. They review their performance on their capacity matrix in these coaching sessions and are evaluated on their continual improvement.

Leaders also receive feedback from teachers on an annual instructional culture survey. This survey, given to all teachers, evaluates leaders on professional development, coaching, and school systems that lead to a school culture of high achievement. Leaders receive the results of the surveys twice per year and set aims to improve the instructional culture based on the feedback they receive.

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Classified Staff Evaluation

Ingenium Schools classified staff are evaluated at least annually per the Ingenium Staff Professional Expectations Framework. The organization recommends that the evaluation process begin with a staff self-evaluation. After the self-evaluation, administrators are encouraged to set meetings with staff members to review and agree upon performance within the professional framework. The performance on the framework may be used to set annual aims or to guide continual improvement.

Teacher Evaluation

At ICS, the teacher evaluation is leveraged to help teachers develop their practice. Teachers are evaluated on their growth according to the Ingenium Teacher Capacity Matrix (ITCM) (see Element 1). The ITCM defines effective teaching at Ingenium schools and gives a common language for teachers and principals to discuss teaching practice and student outcomes. The ITCM is aligned to the California Standards for the Teaching Profession (CSTPs). Both the Ingenium Teacher Capacity Matrix document and the articulated alignment between the ITCM and the CSTPs are included in this section.

Principals coach and evaluate teachers through feedback cycles that support a teacher's continual improvement. A graphic of this feedback cycle is in Element 1. The feedback cycle follows the Plan-Do-Study-Act cycle for continual improvement. In the "Plan" portion of the cycle, the teacher self-assesses according to the ITCM. The Principal does an initial observation to gather data according to the ITCM. Both the Principal and teacher share evidence, and the teacher identifies professional aims that will impact and improve student learning. The teacher and administrator establish implementation intentions and plans for the administrator to observe and support the teacher's growth. During the "Do" portion of the cycle, the administrator observes multiple times and the Principal and teacher have feedback conversations to discuss feedback, progress, and next steps. The teacher and Principal "Study" the results (student achievement and learning and teacher instructional practice) in order to determine next steps. In the "Act" phase, the teacher reflects on his/her learning and with the administrator sets up the next PDSA feedback cycle.

These feedback cycles occur at least twice per year, always including self-assessment and multiple administrator observations.

If a teacher is struggling and there is evidence that more support is needed to improve student learning, a teacher will receive a plan for improvement. This plan articulates the intensive support that an administrator and/or coach will provide as well as articulate the steps the teacher will take based on these supports.

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.

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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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

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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.

1. Position to Serve as the Custodian of Records

The Director of Human Resources serves as ICS' Custodian of Records per the California Department of Justice requirements. The second or alternate Custodian of Records is the Human Resources Assistant.

2. Support Health and Wellness of Students

ICS supports and promotes the health and wellness of the students by fulfilling the Healthy, Hunger Free Kids Act of 2010. All students who qualify for free and reduced priced lunch receive breakfast and lunch every day. For students who do not qualify for free or reduced priced lunch participate in the lunch program for a nominal cost. In addition, ICS has a health and physical education program to support healthy, lifelong choices regarding nutrition, exercise, stress reduction and participation in enjoyable activities like clubs, organizations and involvement in the community.

ICS also believes that mental health support is the key to unlocking the innate brilliance of children. To this end, ICS practices trauma informed instruction, social emotional learning through the Caring Schools Community curriculum, and other mental health supports. These supports include social emotional learning, tiered mental health interventions, group counseling, one-on-one counseling, and access to community resources.

The Charter School's Health and Wellness Policy describes how the Charter School supports and promotes the health and wellness of its students. The policy includes, but is not limited to, the following:

- Goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness;
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day;
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy;
- A plan for measuring the effectiveness of the plan periodically and that the assessment is made available to the public;
- Public notification informing and updating stakeholders periodically about the content and implementation of the local school wellness policy; and,

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- Designation of the ICS staff member who is responsible for ensuring that the Charter School complies with the Local School Wellness policies.

3. Comprehensive School Safety Plan

Every year, ICS reviews and updates a School Safety Plan. The plan is developed with the input of teachers and classified staff as well as parents and students from the results of the California Healthy Kids Survey. The Principal of ICS also works with the local fire and police departments to ensure that the plan includes procedures for responding to criminal incidents, including drugs or weapons on campus or at school-related events. ICS practices monthly drills including fire drills, earthquake drills, lockdown drills and active shooter drills. ICS takes safety very seriously and utilizes the plan to ensure the safety of students and staff. The plan includes the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures;
- routine and emergency disaster procedures;
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- procedures to notify teachers of dangerous students pursuant to Section 49079;
- a discrimination and harassment policy consistent with Code Section 200;
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable;
- procedures for safe ingress and egress of pupils, parents, and employees to and from school;
- a safe and orderly environment conducive to learning;
- and procedures for conducting tactical responses to criminal incidents.

The School Safety Plan is included in annual professional development for teachers and classified staff. Every employee is provided a copy of the plan and the plan is kept in the Charter School Office for reference.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Diabetes

The Charter School will provide an information sheet regarding type-2 diabetes to the parent or guardian of incoming seventh-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes

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4. A description of treatments and prevention methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

All staff are mandated to complete a Bloodborne Pathogens training within the first month of employment and annually thereafter as evidenced by sign-in sheet.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Access to Mental Health Services

The Charter School will comply with the requirements of AB 2022 (Education Code Section 49428). At least twice every school year, the Charter School will notify parents and students about how to access mental health services on campus or in the community.

Preventing Bullying

The Charter School will not tolerate behavior that infringes on the safety of any student. Therefore, in accordance with Education Code Section 234.4, the Charter School will adopt procedures for preventing acts of bullying and cyberbullying. In addition, as required by Education Code Section 32283.5(a), the Charter School will annually make available the California Department of Education’s online training module to assist all Charter School staff, administrators, parents, students, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group

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with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Facility Safety

The Charter School's facilities will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the State Building Standards Code, the Americans with Disabilities Act ("ADA") and all other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. The Charter School Superintendent will provide LAUSD, if requested, with all building plans and permits to ensure and document compliance with the California Building Code (Part 2 (commencing with section 101) of Title 24 of the California Code of Regulations) as adopted and enforced by the local building enforcement agency; federal American Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Among the many health and safety laws that could be followed is the Healthy Schools Act- California Education Code Section 17608, which details pest management requirements for schools. The District shall be provided a Certificate of Occupancy issued by the City (or County), allowing petitioners to use and occupy the site at least 45 days prior to the date the Charter School is scheduled to open." The Charter School shall conduct fire drills as required under Education Code Section 32001.

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.

Court-Ordered Integration

1. Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance Goal

In order to achieve and maintain LAUSD’s racial and ethnic balance, the Charter School engages in the following outreach activities:

Marketing Materials: Design flyers and distribute informational materials to appeal to various racial, linguistic, ethnic and ability groups within the District. Flyers are distributed at local markets, coffee shops, libraries, churches, preschools, and businesses. Materials are developed in English and Spanish. Other languages will be added as the need arises.

Host Community Events: The Charter School numerous community events every school year in preparation for open enrollment. ICS Information Outreach events are scheduled annually, and the dates and times will be updated annually. The dates for the 2019-2020 school year are as follows:

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- Concert in the Park 8/04/19 4:30-8:30PM, Warner Ranch Park @ 5800 Topanga Canyon Blvd, Woodland Hills, CA 91367;
- Community Health Night 8/9/19 7-9PM, Sepulveda Recreation Center @ 8825 Kester Ave, Panorama City, CA 91402;
- Movies on the Green 8/17/19 4-8PM, Warner Ranch Park @ 5800 Topanga Canyon Blvd, Woodland Hills, CA 91367;
- Welcome Celebration 8/28/19 3-5PM, Lanark Park @ 21816 Lanark St, Canoga Park, CA 91304;
- Culture Festival 9/16/19 3-5PM, Lanark Park @ 21816 Lanark St, Canoga Park, CA 91304;
- Harvest Festival 10/25/19 3:30-6PM, ICMS @ 7330 Winnetka Ave., Winnetka, CA 91306;
- Family Thanksgiving Night 11/15/19 3:30-6PM, Lanark Park @ 21816 Lanark St, Canoga Park, CA 91304;
- All Parents In! Field Trip 01/24/20 9AM-1PM, Griffith Park @ 4730 Crystal Springs Dr, Los Angeles, CA 90027;
- United Friendship Celebration 02/14/20 3:30-5PM, ICMS @ 7330 Winnetka Ave., Winnetka, CA 91306;
- Celebrating Life Event 03/13/20 3:30-5:30PM, ICS @ 22250 Elkwood St, Canoga Park, CA, 91304;
- Kid Day/Dia del Nino! 04/30/20 3:30-6PM, Lanark Park @ 21816 Lanark St, Canoga Park, CA 91304;
- 5 De Mayo Festival 05/05/20 3:30-6PM, ICMS @ 7330 Winnetka Ave., Winnetka, CA 91306; and
- Preschool presentations are scheduled throughout the year.

Advertising: The Charter School regularly updates its website (<https://ingeniumcharter.org/>). The Charter School issue press releases, advertises in newspaper publications and radio stations as funding allows. The Charter School advertises in local publications specific to the target community. The Charter School is continually identifying businesses in the target community where it can hang signs or banners advertising the Charter School.

Attend and Establish Presence at Community Events: The Charter School makes significant efforts to establish visibility in the community. The Charter School team attends community events, such as Summer Night Lights, Valley Culture Center, various city holiday events, and parks. The Charter School also sets up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events.

Establish Partnerships with Community Organizations: The Charter School explores potential partnerships like grocers, art organizations and Chamber of Commerce. Specific partnerships within the local and regional community include:

- Bob Blumenfield, Los Angeles City Councilmember, 3rd District Office;
- Jenny M. Portillo, Senior Field Deputy;

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- Miriam Andino, American Red Cross representative;
- Oscar Cardenas, Lanark Recreation Center representative;
- Boys and Girls Club;
- Delano Recreation Center;
- Community College; and,
- Business sector like, grocers, art organizations, Chamber of Commerce.

Social Media and Online Advertising: The Charter School has designed a website (<https://ingeniumcharter.org/>) for interested parents and community members to visit to learn more about the Charter School. The Charter School also has a Facebook Page (<https://www.facebook.com/ingeniumcharterelementary/>) A Twitter Page (https://www.instagram.com/ingenium_elementary/), Instagram and a Google Plus accounts are established and the Charter School will continue to stay up to date with social media platforms.

2. Describe How Plan Will Achieve and Maintain LAUSD's Racial and Ethnic Balance Goal

The aforementioned described plan achieves and maintains LAUSD's racial and ethnic balance goal by recruiting students and families in the community that it serves. ICS serves a student population that reflects the racial and ethnic backgrounds of the neighborhood. ICS mirrors the student population of the Resident Schools (or the neighborhood schools the students would otherwise attend) in the area. Annually, ICS evaluates the outreach plan and updates the outreach materials and events in English and Spanish. Other languages will be added as necessary.

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.

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Admission Requirements

1. Specific Requirements for Admission

ICS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above. The Charter School will comply with the requirements of AB 699. The Charter School will adopt policies that align with guidance issued by the California Attorney General which shall prohibit the Charter School from requiring a parent, legal guardian, or student to provide information regarding immigration status, for enrollment and admissions process.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

ICS requires students who wish to attend the Charter School to complete a Lottery Form. The Lottery Form is online, but is also available in paper form at the Charter School office. The Director of Recruitment and Enrollment as well as the office staff can help parents complete the Lottery Form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Release of records¹⁵

Student Recruitment

2. Recruit Students with a History of Low Academic Performance, SED students, and SWD

ICS has historically served students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities as described in Element 1. ICS will continue to recruit and serve the community. ICS reaches out to preschools in the community as well as hosting community events. For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, ICS makes concerted effort to advertise in English and Spanish. ICS advertises at places commonly used for childcare and after-school programming, such as Boys and Girls Club. ICS distributes information to local libraries, stores, churches and neighborhoods. ICS sets up school tours and provides assistance in completing the application. ICS also works with agencies providing public assistance to distribute school materials, including student applications. Other efforts describing outreach were described in Element 7.

Lottery Preferences and Procedures

3. Proposed Preferences to Admission

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ICS will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admissions preferences have been determined to serve the students and families not only in the District but specifically for the families in the community it serves, in the case of public random drawing, will be given to applying students in the following order:

1. Residents of the District
2. Siblings of students admitted to or attending ICS (siblings must share at least one biological parent or legal guardian.)
3. Students who are enrolled in or reside in the attendance area of Capistrano Avenue Elementary (for the purposes of SB 740 Facility Grant Program if the Charter School becomes eligible for or applies for the grant in the term of the Charter)
4. Children of Ingenium Schools employees (up to 5% of enrollment). Ingenium Schools employees are those who are employed (both full- or part-time) with an expectation of an ongoing employment (not temporary or seasonal employment);
5. All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

¹⁵ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

4. Public Random Drawing

Applications will be accepted during a publicly advertised open application period from August 1 to January 15 for enrollment in the following school year. Following the open application period each year, applications will be counted to determine whether the applications exceed capacity. If the number of students who wish to attend ICS exceeds capacity, enrollment, except for existing pupils, will be determined by a random public drawing (“lottery”).

The lottery will be held at ICS in the evening on a weekday in January or February. The specific date, time, and location of the lottery will be communicated to families, listed on the enrollment application forms and advertised and posted at ICS, on the ICS website, by School Messenger (a telephone broadcasting application that calls parents automatically), and in the ICS newsletter. Attempts will be made to contact all who submitted interest forms by mail, text message, and School Messenger telephone call specifying the date, time, and location of the lottery, and the rules to be followed during the lottery process at least two weeks prior to the lottery date. Any interested parties may attend the lottery, but it is not required for admission.

To ensure fairness, names will be drawn publicly at random by a neutral third party selected by the SSC. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. ICS will maintain on file the verification of the fairness of the lottery process, such as submitted applications, lottery process maps, and phone records, as well as the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. The lottery software will sort applicants into four separate tiers corresponding to the above preferences to give priority to the preferences in the charter petition. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

If a student gains admission, he or she will automatically be considered an “existing pupil” and any siblings who are also applying will automatically be given the next enrollment slot, if available, or will move to the top of the waiting list (behind any other already drawn siblings on the waiting list).

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Once enrollment capacity is reached at the public random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

After the completion of the lottery, families are notified whether their child was granted admission by a SchoolMint text, email, or phone call (SchoolMint is an online admissions and registration system). Families are told that they have 72 hours accept the placement through the SchoolMint online system or by calling the enrollment hotline. If there is no response within 72 hours, the student is placed at the bottom of the wait list and the family of the next student is offered the position, again with a 72 hour acceptance window.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. The waitlist is for the year for which the lottery applies. In no circumstance will await list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

When an open position occurs, the ICS Recruitment and Enrollment team will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list. Parents or guardians who do not respond within the 24-hours deadline are moved to the bottom of the waiting list. Parents or guardians may respond by phone, by email, or in person to the office staff. Should the family decline the position, the next student on the list will be contacted until the open position is filled.

Student Returns

In a situation that a student leaves ICS and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if he/she will be placed on the waiting list, pursuant to the enrollment policy.

Students who have been incarcerated, are returning from juvenile detainment, and/or are on probationary status with the juvenile court system must attend a conference with their parent/guardian and Principal or designee before returning to the school. Students who have been previously expelled must successfully complete the terms outlined in their rehabilitation plans prior to being eligible to return to school.

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

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1. Responsible Position for Contracting with An Independent Auditor

The Charter School Board of Trustees will select an independent auditor through a request for proposal format.

2. Responsible Position for Working with the Independent Auditor

The Superintendent, Business Manager and back office provider will work with the audit firm to provide any information requested in order to complete the audit.

3. Independent Auditor is on the California State Controller's List of Auditors

The independent auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider as evidenced by information provided by the auditor in the proposal format. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

4. Responsible Position to Administer Process to Address Issues

The Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

5. Responsible Position to Ensure Independent Auditor Submits Completed Audit

The Superintendent will ensure that the completed audit is submitted to the required agencies by the statutory deadline. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

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

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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**1. School Climate and Student Discipline System**

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

ICS uses the Social Emotional Learning program called Caring Schools Community to develop and maintain a positive school climate. This program provides the Charter School with

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strategies for preventing and mitigating the need for disciplinary measures. The primary goal of the Caring School Community program's approach to discipline is to help the students acquire self-discipline: to build self-control, conscience, and a sense of responsibility from within. The program accomplishes this goal through two methods:

- whole-class instruction, which helps teachers to establish effective discipline with the whole class.
- one-on-one interventions found in Caring School Discipline™, which help teachers work with individual students who need additional support.

The Caring School Community's program supports ICS' Schoolwide Positive Behavior Intervention and Support (SWPBIS) which will reduce suspensions, increase attendance, increase student achievement, and develop appropriate, meaningful relationships with teachers and staff. ICS is committed to the success of the Caring School Community program, SWPBIS, alternatives to suspensions, and restorative practices. ICS provides professional development for teachers and staff, parent workshops, and community outreach events that focus on gaining stakeholder input into the refinement of ICS's SWPBIS plan. Parents, students, and staff have opportunities to provide feedback on ICS's discipline policies through parent meetings and community education nights. ICS teachers receive on-site training and support into the benefits and strategies of the SWPBIS plan, Caring School Community and restorative practices. Teachers learn to track student behavior and utilize resources to identify appropriate Tier I interventions.

ICS believes that all stakeholders share responsibility in implementing a SWPBIS system.

Administrators, staff, volunteers, and community members:

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

Students:

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

Parents/guardians:

- Support the Charter School's efforts to maintain a welcoming school climate
- Describe and support the Charter School-wide positive behavior support and discipline plan
- Review school rules with their children
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct

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- Work with the Charter School as a collaborative partner to address student's needs

Teachers:

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

Specifically, ICS uses a three-tiered proactive approach to discipline. This disciplinary model is based on principles of SWPBIS and restorative practices. A behavior matrix is used to identify appropriate behavior in each area of the campus. ICS may review and revise discipline policies throughout the school year only after consultation with the District, including but not limited to dismissal policies and procedures.

ICS uses a powerful Alternative to Suspension that includes tiered behavioral interventions. For example, before referring a student to the office, a teacher is expected to assess whether a behavior is Tier I, Tier II, or Tier III. The teacher should document at least three Tier I interventions before the student is sent to the office for a Tier I behavior. In this way, students are not over-disciplined for minor offenses. In addition, this process ensures progressive discipline. The staff, teachers, counselor, administrators support and guide students to making the right choices, understanding the impact of their behavior, and prevent further impediments to learning. The most important aspect of using tiered behavior intervention and restorative justice practices is to build the school community and repair the relationships.

Students are identified for behavioral interventions in a number of ways. Behavioral data is collected via office referrals and other special cause trackers, and are ultimately stored in PowerSchool for big picture planning. Teacher observation and recommendation, as well as parent input are also considered. ICS tracks the behavioral, culture, and school climate outcomes of several student groups such as ELs, SWDs, and socioeconomically disadvantaged students. ICS then cross references this information with perception data in the form of teacher and student YouthTruth surveys. In this way, ICS can determine which students might benefit the most from intervention, as well as what type of intervention is most applicable.

Teachers are responsible for coordinating, planning, and implementing intervention strategies with the support of administration. Paraprofessionals are also trained to provide these interventions in tandem with the classroom teacher. Grade level teams and PLCs often work together, and are guided by the school's administration and Tier 1 teams. Student Success Teams meet regularly and involve relevant stakeholders in the child's success.

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Members of these teams include teachers, administrators, counselor, support staff, and others. Parents are notified that their child is receiving interventions by means of personal communication from school staff. Parents receive regular phone calls from staff, copies of student goal trackers to be sent home, in person conferences, or other digital trackers can be shared depending on what works for the parent and the exact nature of the intervention. The frequency of updates depends on the student, intensity of the intervention, and the overall context of that individual student's needs. It is not uncommon, in some cases, for parents to receive daily, weekly, or biweekly updates about their student's progress. In addition, updates are certainly provided in quarterly report card comments, parent conferences, or other meetings as appropriate.

The teachers and staff have received professional development on Restorative Justice. Restorative Justice is focused on the belief that those individuals causing harm can work together with those affected by the harm to repair it and that this collaboration leads to true accountability. Participants learned that a restorative approach brings awareness that misconduct is part of the developmental process of every young person. They also saw how corrective responses to misconduct using punishment can actually increase the likelihood that the misbehavior will re-occur. In addition, Ingenium staff learned that both the theory and practice of Restorative Justice emphasize: (1) identifying the harm, (2) involving all stakeholders, and (3) true accountability— repairing the harm and addressing its causes. This training also provided tools to run circles to address serious behavior incidences and the re-entry process following a suspension or expulsion.

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

ICS believes in using Alternatives to Suspension to prevent suspension and/or expulsion. The table below identifies commonly used alternatives to suspension. This list is non-exhaustive.

Table 10.1: Alternatives to Suspension

Student Support and Progress Team (SSPT)	If a student expresses behavior that has been identified by teachers and/or staff as a potential or current academic/behavior risk, key stakeholders meet, target behaviors are identified, aims are set, a plan is developed, and key players implement accordingly. SSPT meets monthly to track the student's progress. More frequent/ additional check-ins are scheduled as needed. Students who reach their aims are exited from the plan.
Alternate Scheduling	Changes in student schedule, classes, or assignment to independent work according to student needs.
Behavior Monitoring/Student Contracting	Self-regulating behavior charts and strategies to monitor both academic and behavior issues through daily check-ins with each teacher. Monitored by assistant principal and, as needed, principal.
In-School Alternatives	In –school reflection, academic tutoring, mentoring, self-reflection.
School Service Projects	Campus beautification, student mentoring, classroom aid, safety monitor, and other projects (as needed) to help the school.
Parent Supervision	Option to shadow student throughout the school day.
Restitution	Financial or in-kind. School uses Restorative Justice principles. For example, a student who destroyed something might be encouraged to pay for its replacement.
Mediation	Administration and other staff conduct student mediations to eliminate student issues and restore relationships/good will.

Evidence of alternatives to suspension can be found in ICS's student discipline folders that may contain: (1) student behavior contracts; (2) student behavior worksheets; (3) think-sheets; (4) referrals to lunch reflection; (5) efforts to switch student schedules; (6) parent contacts; and (7) community service opportunities.

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

ICS has created a dress code to ensure an environment conducive to learning and to promote a safe and secure atmosphere at the Charter School. In addition, uniformed dress produces good behavior and builds school morale. Proper dress also demonstrates who ICS students are to others in the community. Finally, the dress code gives each student equal standing among their peers. Students are provided with school uniforms if they requested and they qualify as socioeconomically disadvantaged. If students need additional uniforms, the Charter School provides them to the students. In compliance with Ed Code 49010 et seq., any complaints from parents or students about the Charter School's compliance with the free schools' guarantee are directed to the Principal. If the complaint is not resolved, the parents or students may appeal to the Executive Director.

In-School Suspension

2. In-School Suspension

In-School Suspensions are given as an alternative to an out of school suspensions. Full day in-school suspensions are limited to no more than 5 consecutive days per incident and no more than 10 days total in an academic year for general education students. For students with an IEP, full day in-school suspensions are limited to no more than 2 consecutive days and no more than 5 days total in an academic year understanding that an IEP meeting will be held without delay to discuss a manifestation determination and review the accommodations. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day or suspension period. The student will work at a desk in the Charter School office under the supervision of the Assistant Principal to ensure the safety of other students, staff and visitors. If the student has questions about the assignments, the Assistant Principal or other certificated personnel provide support. If students with disabilities are serving an in-school suspension, they will be provided with all services and supports they would normally receive throughout the day by qualified credentialed personnel as per their Individualized Education Program.

The Charter School will not use In-School Suspension for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; or,
- Made terrorist threats against school officials or school property, or both.

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Parents are notified of an in-school suspension in the same manner as an out-of-school suspension following the Suspension Procedures listed in Item C of this Element. ICS believes that by working with students during in-school suspension, it provides students an opportunity to continue learning instead of being sent home. The students are still separated from their peers, but they have the opportunity to have an education while receiving guidance from the Assistant Principal to understand how their behavior has consequences and how to improve their behavior and choices.

Grounds for Suspension and Expulsion

3. Scope of the Charter School's Disciplinary Jurisdiction

A student may be suspended or expelled for prohibited misconduct 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.

Suspension

4. Description of Non-Discretionary and Discretionary Suspension Offenses

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

- a) 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

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

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

- c) Unlawfully possessed, used, 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.
- d) 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) 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.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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

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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.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “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

“Restoring Joy and Meaning to Learning”

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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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.

ii. "Electronic Act" means the creation or 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. 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 (i) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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.
 - c. 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.

3. An act of cyber sexual bullying.

- a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual

"Restoring Joy and Meaning to Learning"

recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (i) and (ii) 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.

- u) 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)(a)-(b).
- v) 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 designee’s concurrence.

The Principal or Assistant Principal or Dean of Students may recommend suspension for the above acts, but will take into consideration the discipline record of the student, the strategies previously employed to correct behavior, the severity of the incident, and the intent of the student to cause severe harm. The safety of the school including students and staff is always taken into account.

5. Procedures for Suspension or Expulsion

Investigation

The Charter School Principal will thoroughly investigate the incident to include interviewing all parties involved, the witnesses and the alleged student while providing due process to the student. The student will be given the opportunity to respond to any allegations prior to the issuance of a suspension. The Principal will determine whether or not the behavior merits suspension. Searches: in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, or school property, including books, desks, and school lockers, may be searched by the Charter School Principal who has a reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

“Restoring Joy and Meaning to Learning”

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent to discuss the circumstances related to the suspension.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter 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, in accordance with Education Code Section 47605(b)(5)(J)(i). 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. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Appeal Process

A student or the student's parents/guardians may appeal an in-school and out-of-school suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to ICS and directed to the Director of Student Services within five (5) days of the final day of suspension. Such appeals shall be resolved with a written response within three (3) days of the receipt of the appeal. The results of the appeal may include: upholding the suspension in all respects; modifying the length of suspension; if served, the suspension can be coded as an administrative absence in attendance rather than a suspension and the suspension would be shortened or expunged from the discipline file; or, overturn the suspension and expunge the suspension from student records. The appeal decision of the Director of Student Services is final.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the *"Restoring Joy and Meaning to Learning"*

Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school.

Compliance with AB 1360

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Expulsion

6. Description of Mandatory Expellable Offenses and Discretionary Expellable Offenses

Mandatory 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:

- a) 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

"Restoring Joy and Meaning to Learning"

- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a firearm 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.

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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.
- d) 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.

“Restoring Joy and Meaning to Learning”

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) 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.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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

"Restoring Joy and Meaning to Learning"

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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "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:
 - i. 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.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
- 2) "Electronic Act" means the creation or 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:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) 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.
 - (b) 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.
 - (c) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. 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.
- u) 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 (3)(a)-(b).
- v) 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 designee’s concurrence.

Out-of-School Suspension Procedures

7. Rules and Procedures for Student Suspension

Please refer to Section 5 *Procedures for Suspension or Expulsion* in this Element.

8. Maximum Number of Suspension Days

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension for an annual total number of twenty (20) days for students in general education and ten (10) days for students with disabilities. Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

9. Access to Education During the Term of Suspension

All students will continue to have access to education during the term of a suspension. Teachers will prepare class assignments or alternative assignments that the students can

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complete at home while serving the suspension. Parents and/or students may email the teachers for clarity, ask questions, or receive feedback. Any quizzes, tests or projects that occur during the term of a suspension, the students will need to make-up or turn in within two (2) school days of the date of return.

10. Rules for Suspension Pending Expulsion Hearing

Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The maximum number of days that a suspension can be extended pending an expulsion hearing is twenty (20) days. All students will continue to have access to education as described above.

Expulsion Procedures

11. Rules and Procedures for Student Expulsion

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the Board of Trustees as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Trustees. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense. The decision to expel a pupil shall be based on the finding of one or both of the following:

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

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

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The Administrative Panel's hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to receive information in appropriate alternative formats to persons with disabilities, as required by Section 202 of the American Disabilities Act of 1990;
7. The right to translated information and translator;
8. The right to inspect and obtain copies of all documents to be used at the hearing;
9. The opportunity to confront and question all witnesses who testify at the hearing; and,
10. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must 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, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the *"Restoring Joy and Meaning to Learning"*

complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The Administrative Panel conducting the expulsion hearing 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 must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the designated neutral hearing chairperson finds is disrupting the hearing. The Administrative Panel conducting the hearing 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 Administrative Panel 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 designated neutral hearing chairperson shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the designated neutral hearing chairperson 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 hearing room during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the Administrative Panel 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 designated neutral hearing chairperson that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding
- "Restoring Joy and Meaning to Learning"*

extraordinary circumstance 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. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) the process for expulsion appeal. This notice will be provided in the parent's native language and will also explain reasonable accommodations that will be made available. The notice shall be accompanied by the rehabilitation and reinstatement plan.

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

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 authorizer upon request.

Right to Appeal

The pupil shall have a right of appeal of expulsion from the Charter School to the Board of Trustees.

Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Superintendent within ten (10) school days of the date of the written decision to expel. The student will be considered suspended until a Board meeting is convened within ten (10) school days of receipt of the written appeal. The parent(s)/guardian(s) must attend to present their appeal. Parents/guardians may request one continuance of up to ten (10) school days. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Superintendent or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his/her educational program.

Expelled Pupils/Alternative Education

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

12. Rehabilitation Plans

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

Immediately following the expulsion, the Principal will contact the parent or guardian to assist them in enrolling their student in school. Once the student begins school, the Principal will contact the student and the parent or guardian monthly to monitor the student's academic, behavior and attendance. Each Rehabilitation Plan is unique to the student but it includes measurable goals on number of discipline referrals, number of suspensions, *"Restoring Joy and Meaning to Learning"*

number of days in attendance, and a minimum grade point average during the length of the plan. At the conclusion of the term of the expulsion, the Principal will conference with the student and parents or guardian to assess the fulfillment of the rehabilitation plan. If the student meets the conditions of the Rehabilitation Plan, the Board must readmit the student. If the student does not meet the conditions of the Rehabilitation Plan, it is the responsibility of the Board to communicate why the student and the parent or guardian any related findings that demonstrate how or why the student did not meet the conditions of the Rehabilitation Plan or how and why the student continues to pose a threat to the school community.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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.

Certificated Staff Members

1. Certificated Staff Members

ICS participates in the California State Teacher’s Retirement System (CalSTRS). Participation in CalSTRS is for certificated staff members. ICS understands that it participates CalSTRS for the duration of the Charter School’s existence under the same CDS code. The Superintendent and Director of Human Resources are responsible for ensuring that appropriate arrangements for coverage are made and will be sustained.

Classified Staff Members

2. Classified Staff Members

ICS participates in federal social security for all employees who do not qualify for CalSTRS. Participation in federal social security is for classified staff members. Classified Staff are offered to participate in a 403(b), 403(b) Roth and a 457 with no matching from the Charter School. The Superintendent and Director of Human Resources are responsible for ensuring that appropriate arrangements for retirement coverage are made and will be sustained.

Other Staff Members

3. Other Staff Members

ICS participates in federal social security for all part-time employees. Part-time staff members are offered to participate in a 403(b), 403(b) Roth and a 457 with no matching

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from the Charter School. The Superintendent and Director of Human Resources are responsible for ensuring that appropriate arrangements for retirement coverage are made and sustained.

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.

1. How Parents and Students Are Informed of Public School Attendance Alternatives

Parents and students are informed that ICS is a public school of choice and that parents may always return their child(ren) to their neighborhood school. Parents and students are informed of their public school attendance alternatives in the Parent Student Handbook. During the enrollment process, parents are informed about the attendance alternatives verbally and provided the District’s *Choices* brochure in writing.

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

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333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Superintendent
Ingenium Charter School
367 N. 2nd Ave
Upland, CA 91786

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) 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, and conclude within forty (40) 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:

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- 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

Superintendent
Ingenium Charter School
367 N. 2nd Ave
Upland, CA 91786

- 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

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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, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

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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

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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

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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:

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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.

1. Charter School's Closure Agent

In the event that ICS closes, the Superintendent will be the designated person responsible for conducting and overseeing all closure related procedures and activities, and allocate sufficient funding for, or otherwise determine how ICS will fund these activities. At the discretion of the Board of Trustees, closure related procedures and activities may be assigned to other administrative officers of the Charter School.

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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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.

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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

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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] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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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 and alternative methods of coverage as approved by the District. *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, "Restoring Joy and Meaning to Learning"

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

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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

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not 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

“Restoring Joy and Meaning to Learning”

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).)

“Restoring Joy and Meaning to Learning”

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:

"Restoring Joy and Meaning to Learning"

- 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 of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, 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 applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School

“Restoring Joy and Meaning to Learning”

reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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

“Restoring Joy and Meaning to Learning”

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).)

“Restoring Joy and Meaning to Learning”

“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.

“Restoring Joy and Meaning to Learning”

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 policies as it relates to charter schools adopted through Board action.¹⁶

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.

¹⁶ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

“Restoring Joy and Meaning to Learning”

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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not

"Restoring Joy and Meaning to Learning"

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 “Restoring Joy and Meaning to Learning”

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.

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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:

- 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

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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

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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.

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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.

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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:

- 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

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333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Superintendent
Ingenium Charter School
367 N. 2nd Ave
Upland, CA 91786

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) 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, and conclude within forty (40) 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

Superintendent
Ingenium Charter School
367 N. 2nd Ave
Upland, CA 91786

- 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)

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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.

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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, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; 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

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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:

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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.

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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

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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.

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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.)

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- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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

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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,

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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

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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.

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Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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

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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 and alternative methods of coverage as approved by the District. *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

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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.

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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).)