



INGENIUM Charter Middle School

AN INGENIUM SCHOOL

Grades 6-8

Renewal Charter Petition
2018 - 2023

Submitted September 12, 2017

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval 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 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**

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.

<u>GENERAL INFORMATION</u>	
The contact person for Charter School is:	Dr. Cindy Guardado
The contact address for Charter School is:	7330 Winnetka Ave. Winnetka, CA 91306
The contact phone number for Charter School is:	818-309-2777
The proposed address or ZIP Code of the target community to be served by Charter School is:	91306
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	Northwest
The grade configuration of Charter School is:	6-8
The number of students in the first year will be:	270
The grade level(s) of the students in the first year will be:	6-8
Charter School's scheduled first day of instruction in 2018-2019 is:	August 13, 2018
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	270
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:30-3:45
The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for Charter School

How Community Needs Are Being Met

There is a need in Winnetka and surrounding communities for a school that empowers students to become active learners and master 21st century skills. Ingenium Charter Middle School (ICMS) is meeting this need through its deployment of the Ingenium Learning System (ILS), which includes tools and processes that enable students to take ownership over their learning. This learning process has resulted in an educational community where students take ownership of their learning and their lives. Visitors to our campus are struck at the extent to which our students take responsibility for their learning -- they describe it as a visceral characteristic of the school. 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 for a school that welcomes lower-performing students and creates a positive learning environment for them to improve. The ILS ignites students' innate love of learning, which has often been suppressed by overemphasis on extrinsic rewards and punishments as well as a misunderstanding of the purpose of testing. ICMS 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 under-performing because they are confident they can navigate through learning experiences on their own without being worried

about others perceiving their lack of understanding. ICMS has become a safe space for students to take ownership of their learning.

The vast majority of ICMS students enter the school testing one or more learning levels below their grade level on the Common Core State Standards (CCSS). For example, at the beginning of 2017-2018, 94% of incoming 6th grade students were below grade level in Math and 89% were below grade level in English Language Arts (ELA) of as measured by our internal assessment, iReady. ICMS meets students at their learning levels and brings them up to their grade level over time; ICMS's success in meeting this need is documented in eighth-grade cohort data shown in the academic performance data below. ICMS assesses the incoming sixth-grade group to better understand needs that must be addressed and develops strategic plans to help ensure that all of its students will have sufficient academic support to ensure the academic gap closes, or lessens, by the time students reach eighth-grade.

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

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

Loss of Student Enthusiasm for School by Grade Level



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

21st century skills require creative problem-solving. ICMS focuses on learning through Profound Learning Experiences (PLE) (see innovative curriculum elements below), rather than traditional lecture/drill-and-kill practices. This focus on PLEs 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.

In stakeholder meetings, when parents were asked what was the biggest need of the community, parents' highest-priority need was feeling welcome on campus and being informed. ICMS serves a diverse community with many immigrant families, and by engaging and welcoming parents, ICMS ensures they understand how to navigate the US school system and best support their students. Students and parents at ICMS have often expressed how welcome they feel once they enroll at ICMS. They have related via surveys, focus groups, and interviews that they feel their voices are heard and that the school caters to their cultural needs as meetings, flyers, and lines of communication cater to both English- and Spanish-speaking families and students. The ICMS principal is fluent in Spanish and English, which enables parents to feel as though they belong at ICMS and are understood when problems arise.

Ingenium Charter Middle School supports the community it serves by partnering with community members. For example, ICMS has partnered with local businesses that contribute their time during the annual Career Day traditionally held in the spring and offer lessons and programs for student development. Career Day partners include culinary schools, karate clubs, entertainment media organizations, the police department, and yoga studios. The aim is to expose students to possible career options while strengthening community businesses by becoming a bridge to our students and families.

In addition, families at Ingenium Charter Middle School feel supported by the current school administration as they have expressed that they continue to choose ICMS because their students are safe, happy, and are learning. Several of Ingenium Charter Middle School's former eighth graders have returned to visit ICMS and have expressed that they felt well-prepared for high school and that math "is easy" because their math teacher made it fun and easy to learn. Parents have expressed their contentment with the academic preparation of their students because the students can articulate what and how they are learning at school.

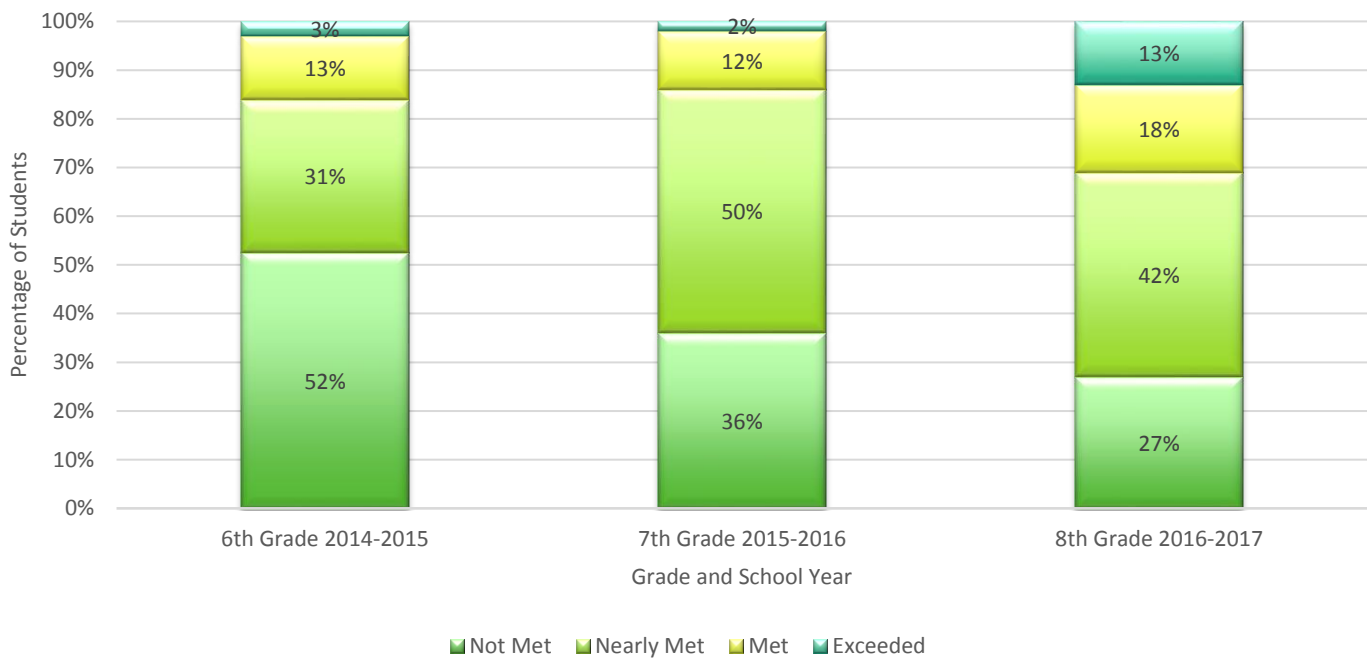
Academic Performance Data

ICMS is proud of its academic progress. As noted above, many ICMS 6th graders matriculate in below grade level (at the beginning of 2017-2018, 94% of incoming 6th grade students were below grade level in Math and 89% were below grade level in English Language Arts (ELA) of as measured by our internal assessment, iReady). The longer students are at ICMS, the more likely they are to reach their grade level. This may be seen when looking at how students perform throughout their three years at ICMS in both math and English language arts (ELA).

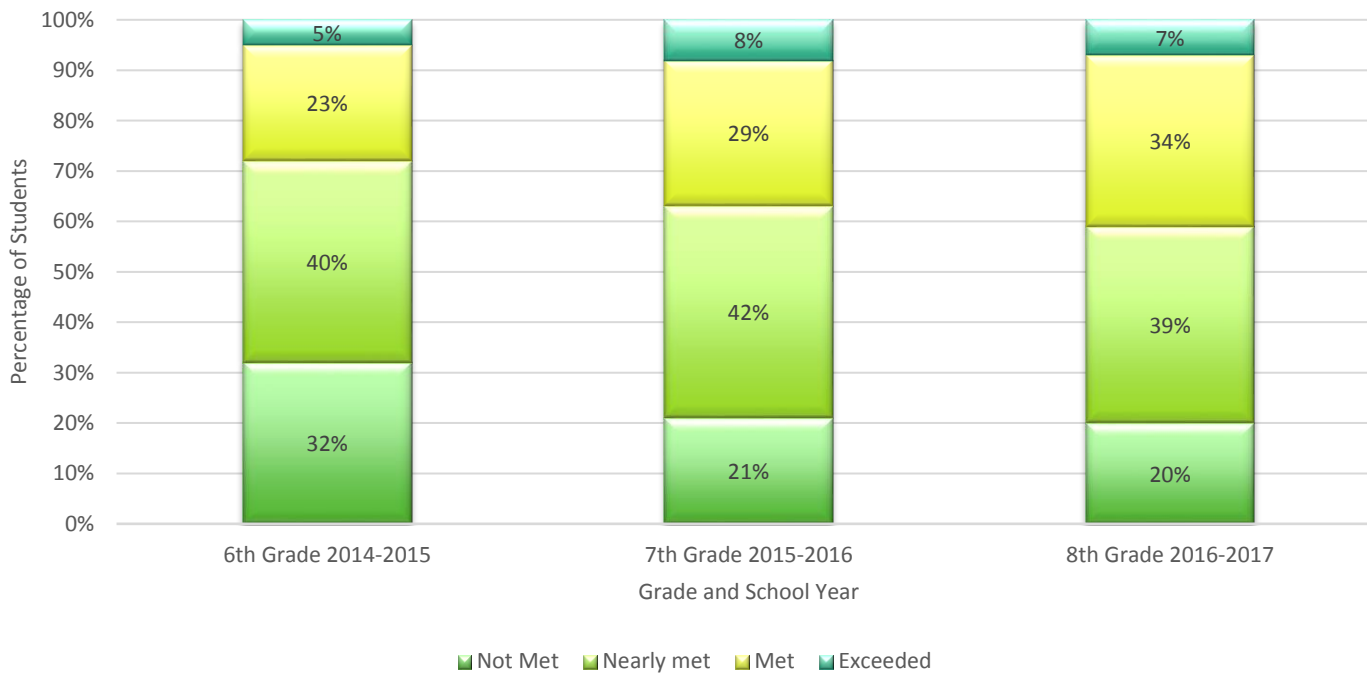
2016-2017 Eighth Grade Level Cohort Performance

As mentioned above, ICMS employs the Ingenium Learning System. As highlighted in sections below, this is a unique learning system that rebuilds students' joy and meaning in learning. The effects of the ILS are most evident when observing student performance over time. Tracking a cohort through its entire three years at Ingenium documents significant growth in both math and ELA California Assessment of Student Performance and Progress (CAASPP) results. By the time this group tested in 2017, the vast majority (77% or 34 students) had been with ICMS since sixth grade. Not only did the work that ICMS did as a system result in a jump in students meeting or exceeding grade level in math and ELA of 15% and 13%, respectively, but students scoring at the lowest level decreased by 25% and 12% respectively.

ICMS CAASPP Math Comparison Achievement



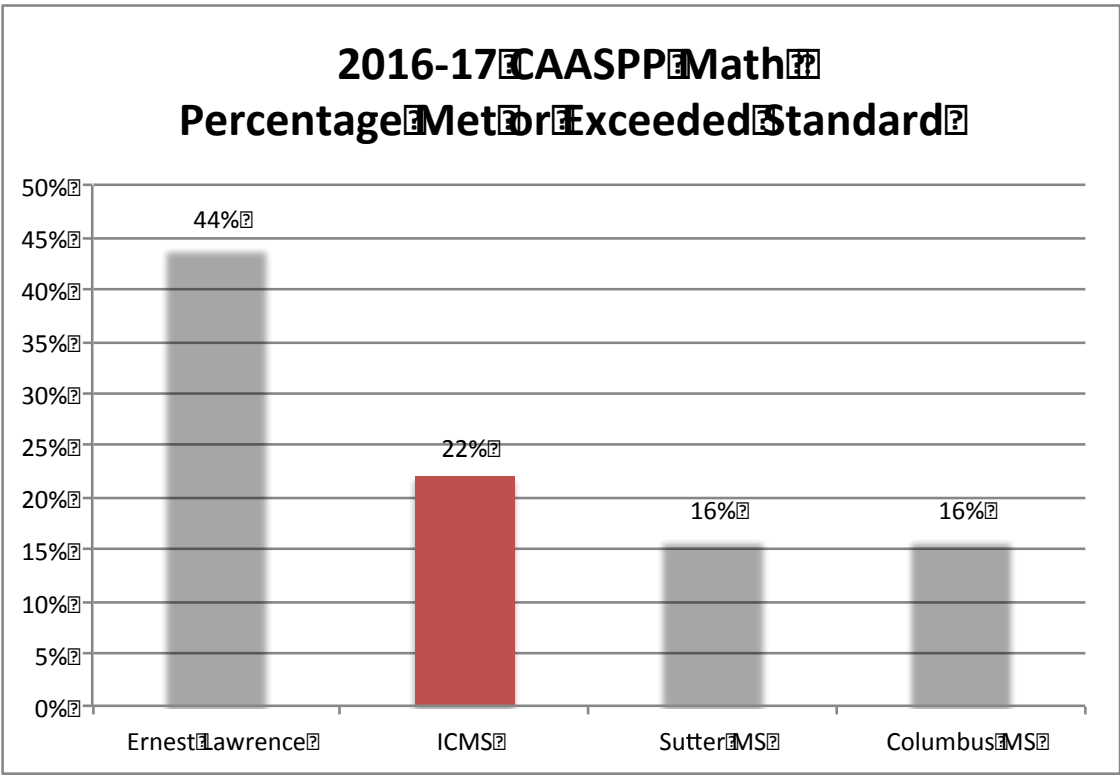
ICMS CAASPP ELA Comparison Achievement



ICMS has been and will continue to be an excellent choice for families in comparison to its two co-located neighborhood schools, Sutter and Columbus Middle Schools. ICMS outperformed both in math and ELA in almost all subgroups in 2017. ICMS also made significant progress in math with all students and in almost all subgroups in 2017.

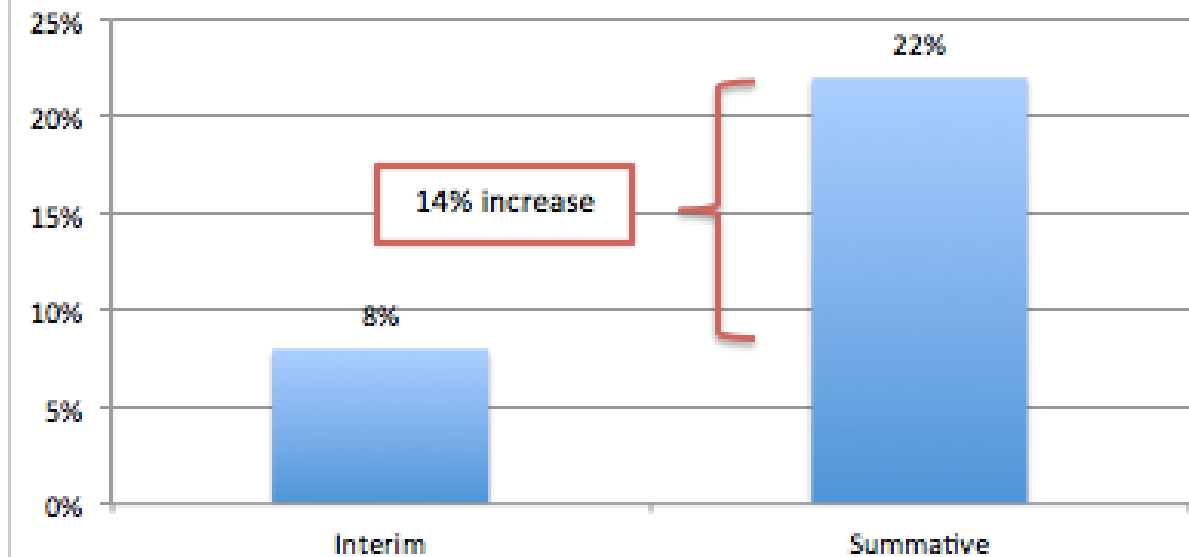
CAASPP Results: Mathematics

Schoolwide, the proportion of ICMS students meeting or exceeding mathematics standards on the CAASPP (SBAC) rose from 17% in 2015-16 to 22% in 2016-17. The latter figure compares to 16% of students meeting or exceeding performance standards by the co-located Sutter Middle School in 2016-2017 and 16% at Columbus Middle School, where ICMS was previously co-located. Additionally, ICMS is one percentage point away from the median percent (16%) of students meeting or exceeding standard for all resident schools at 22%.



Following the results of SBAC interim assessments documenting an 8% gain in the number of students meeting or exceeding standard at the beginning of the 2016-17 school year, ICMS implemented a mathematics intervention program. Personal learning time was rescheduled to thrice-weekly mathematics skill-building interventions focusing on mathematics core claims. Using CAASPP materials including interim assessment blocks and practice items, students practiced mathematics skills more frequently and intensely, achieving a 14% proficiency rate increase by the end of the year.

2016-17 ICMS Interim vs. Summative % of students who Met or Exceeded standards

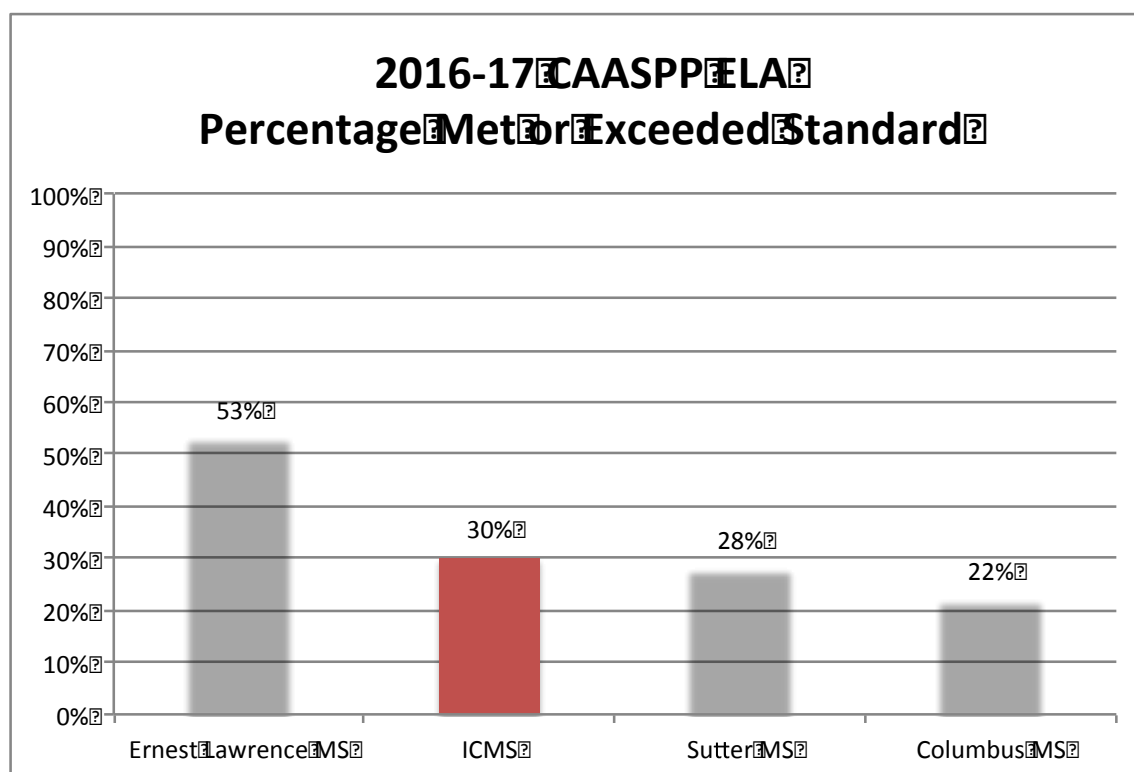


Broken down by grade:

2016-17 Math Interim vs. Summative SBAC assessment results	
6th Grade	+8%
7th Grade	+10%
8th Grade	+24%

CAASPP Results: English Language Arts

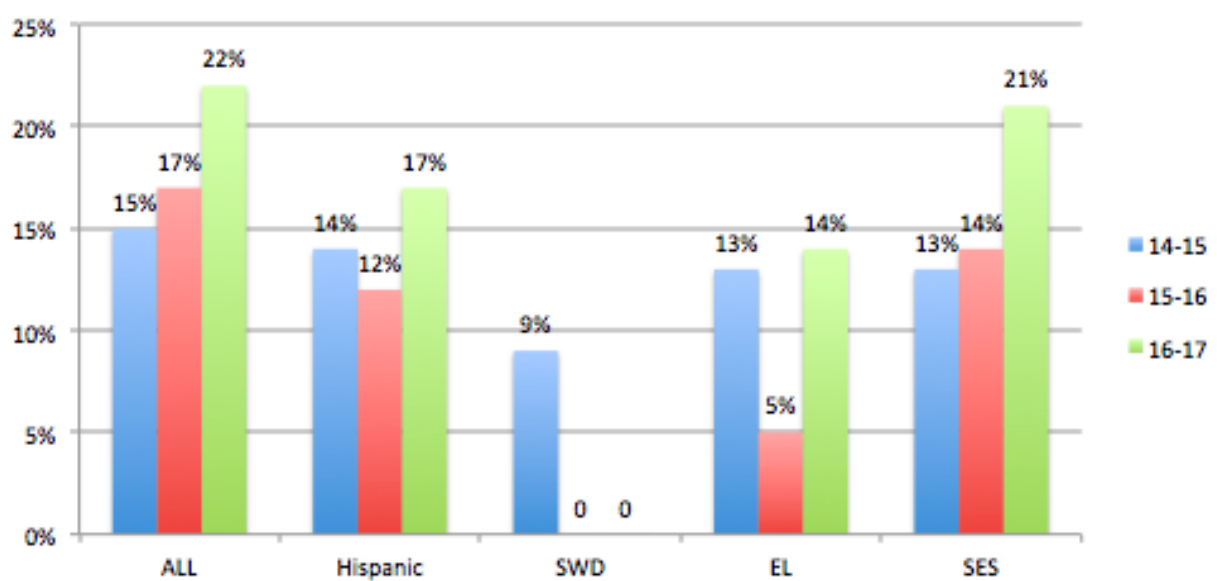
ICMS outperformed its two closest resident schools, Sutter Middle School and Columbus Middle School, on the 2016-2017 ELA CAASPP.



CAASPP Student Subgroup Results

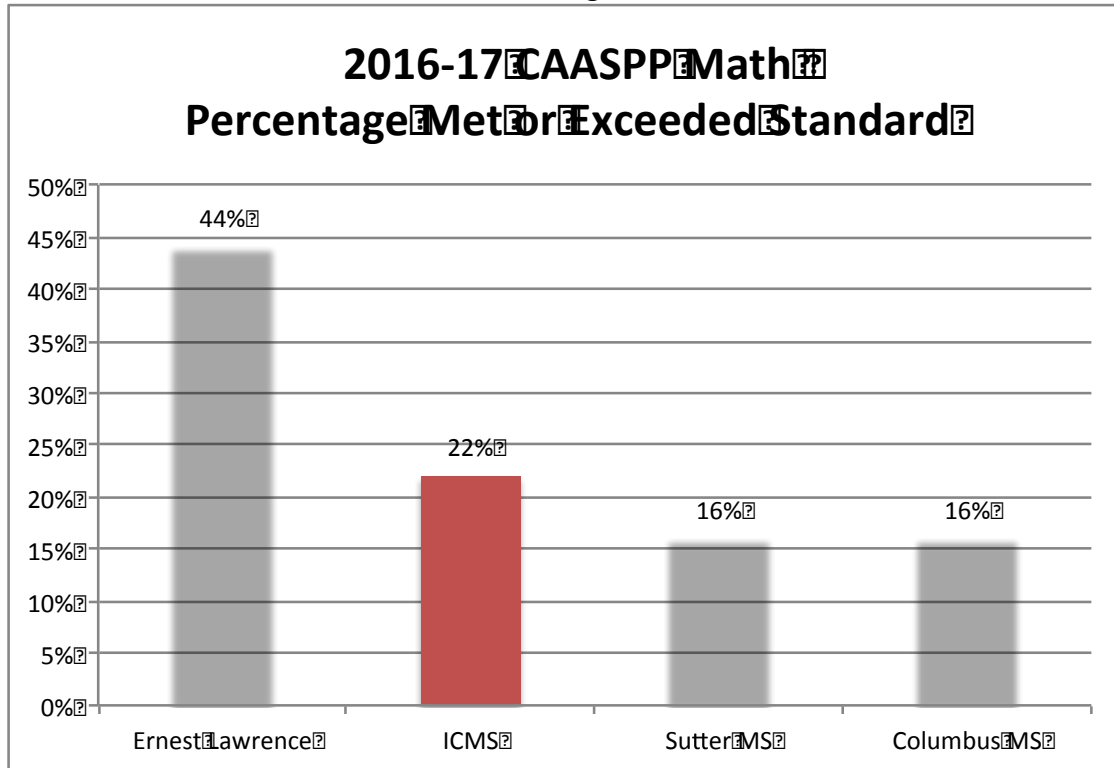
Proportions of students meeting or exceeding mathematics performance standards increased in all statistically significant subgroups from 2015-2016 to 2016-17, except for students with disabilities. One area that should be highlighted here is the progress that ICMS has made toward closing the achievement gap for English learners, socioeconomically disadvantaged students, and Hispanic students. ICMS showed significant improvement for these three subgroups in relationship to the increase for all students. The percentage of English Learners meeting or exceeding standard almost tripled from 5% in 2015-2016 to 14% in 2016-2017. The percentage of socioeconomically disadvantaged students increased 7% from 14% in 2015-2016 to 21% in 2016-2017 in comparison to a 5% increase in the same time period for all students. Additionally, our largest subgroup, Hispanic students increased by 5%, the same increase ICMS saw from all students.

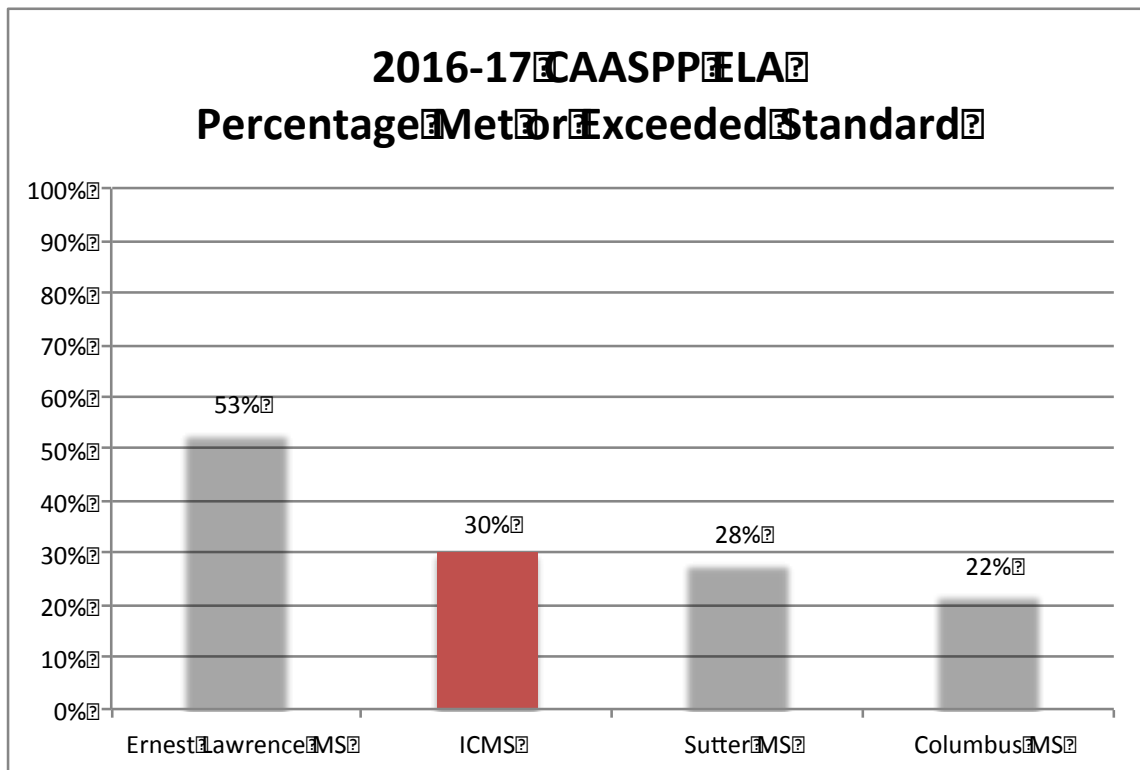
CAASPP Math Subgroup Comparison Percentage Met or Exceeded Standard



Resident Schools Comparison

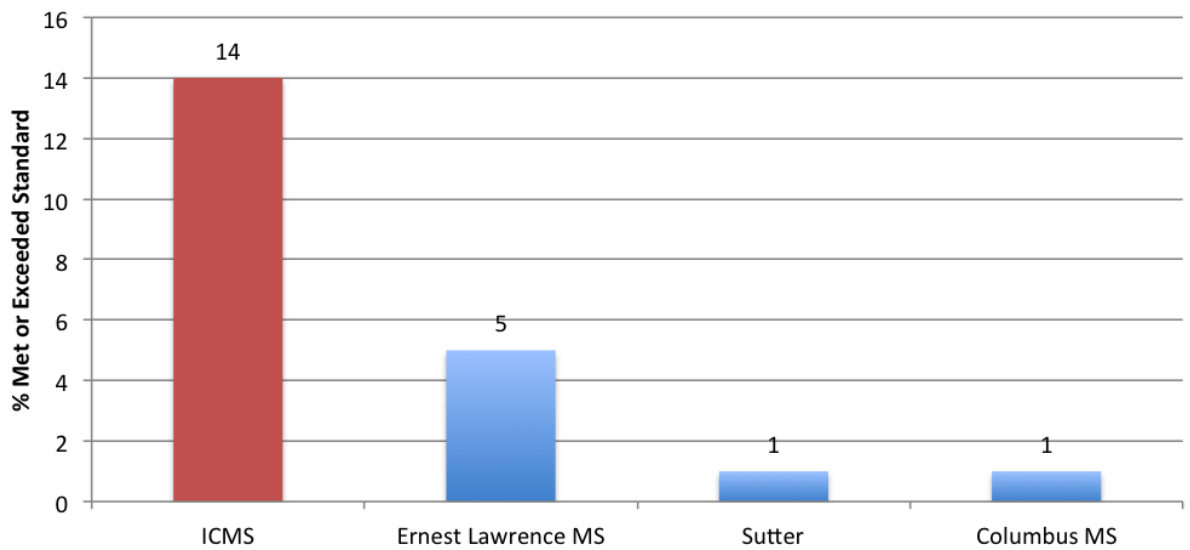
Comparing CAASPP performance to current co-located Sutter Middle School and previously co-located Columbus Middle School, ICMS outperformed or scored similarly in all significant subgroups, except students with disabilities, in both English language arts and mathematics. This documents that ICMS continues to be a great choice for families within this community.



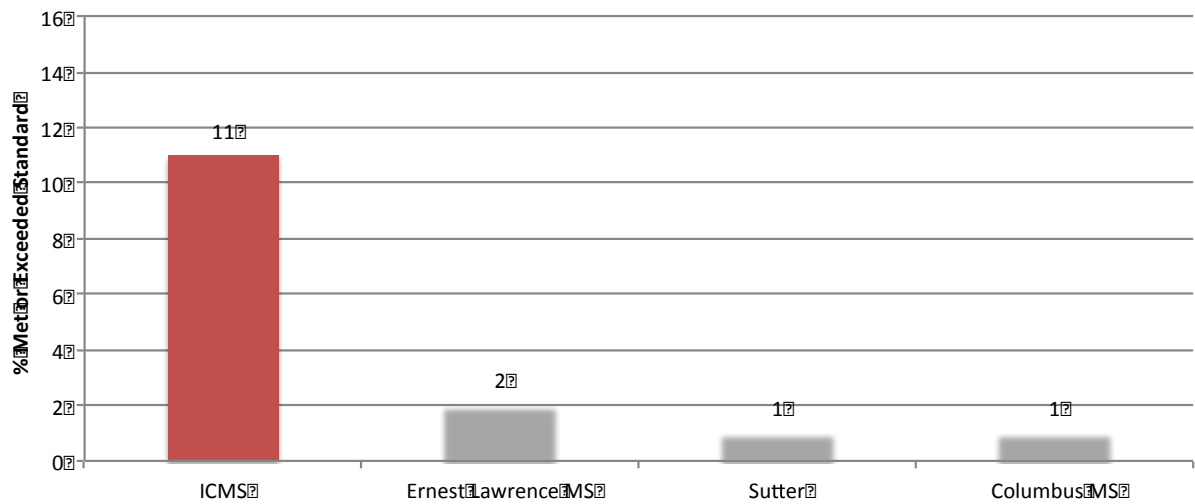


2017 CAASPP results show that English learners at ICMS outperformed all resident schools in math. 14% of ICMS English learners met or exceeded the standard, which was 12% higher than Ernest Lawrence MS and 13% higher than both Sutter MS and Columbus MS. In ELA, English learners outperformed all resident schools as well. Eleven percent of ELs met or exceeded the standards, which was 9% higher than Ernest Lawrence MS and 10% higher than Sutter MS and Columbus MS. Combined with a 55.5% internally calculated reclassification rate for the 2017-2018 school year for English Learners, ICMS has a lot to be proud of.

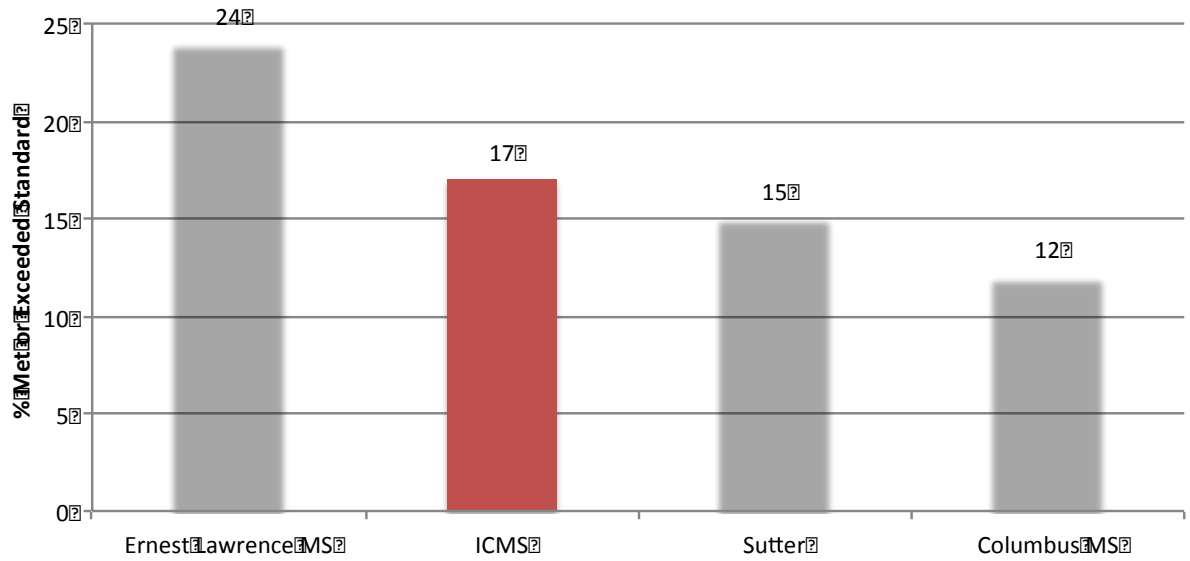
2016-17 Math CAASPP Scores English Learners



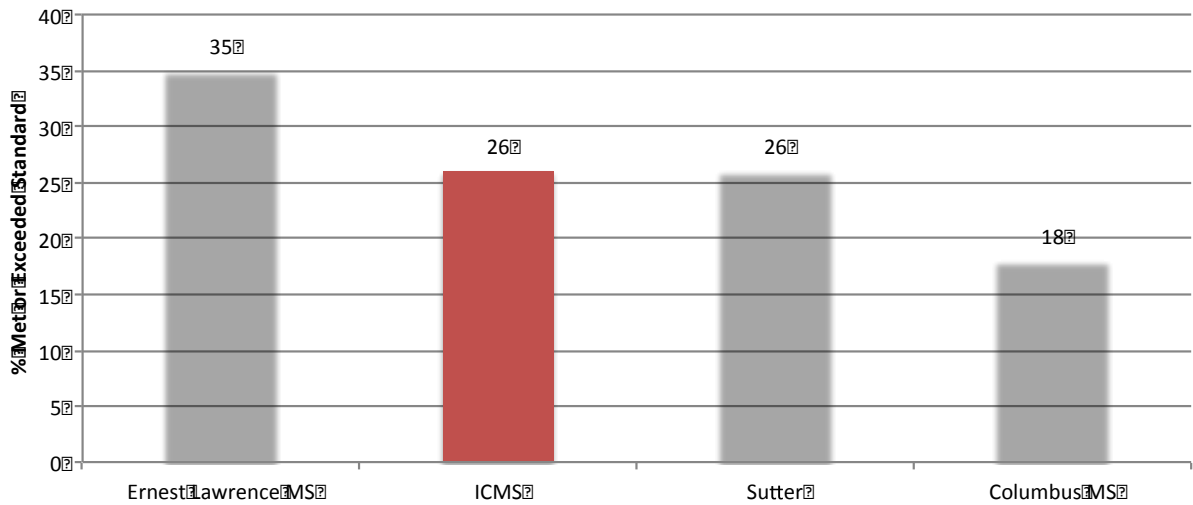
2016-17 ELA CAASPP Scores English Learners



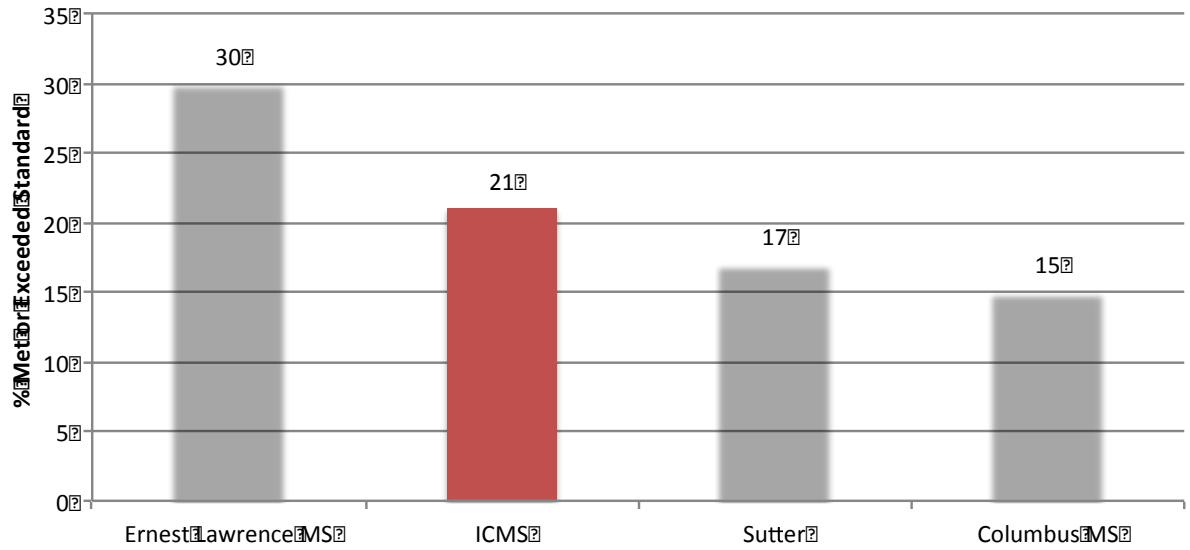
2016-17 Math CAASPP Scores Hispanic Students



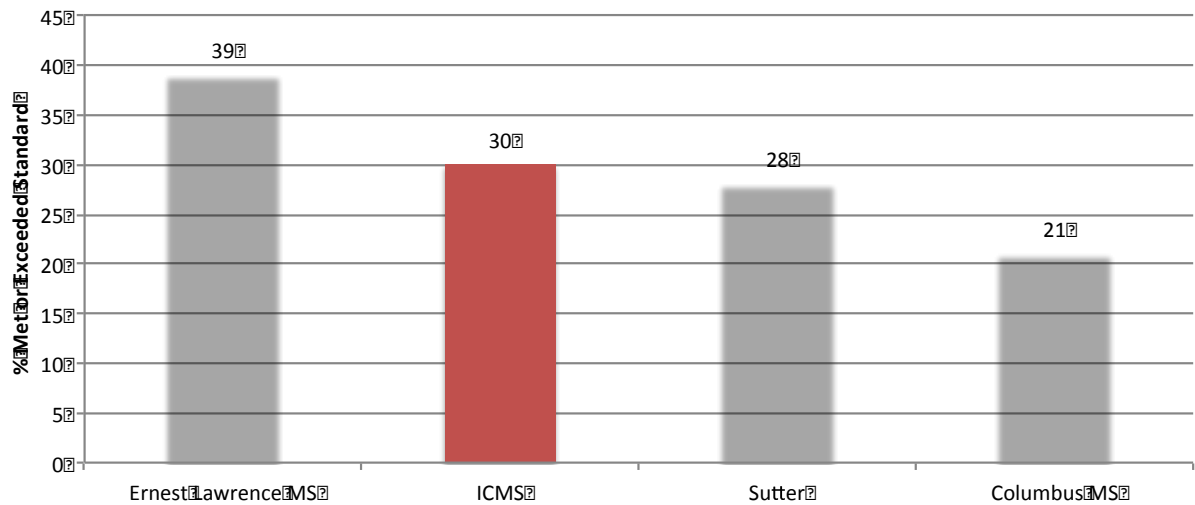
2016-17 ELA CAASPP Scores Hispanic Students



2016-17 Math CAASPP Scores Economically Disadvantaged

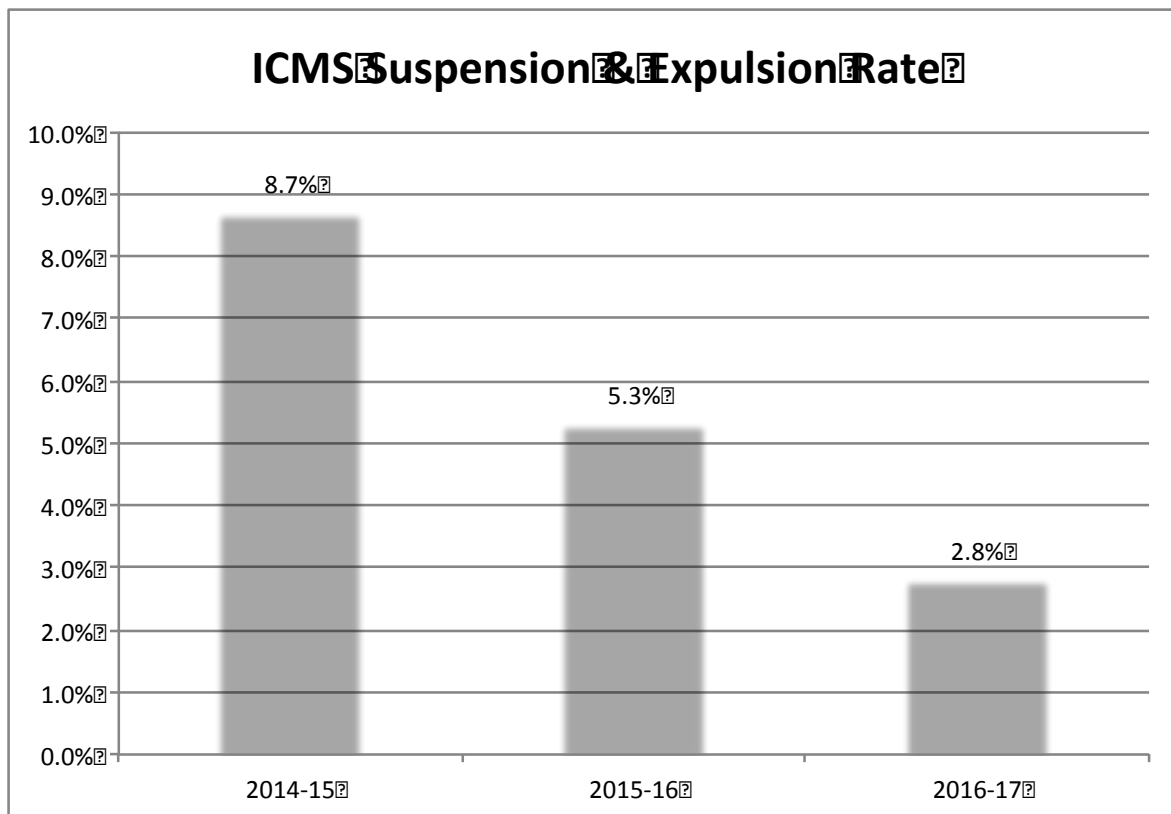


2016-17 ELA CAASPP Scores Economically Disadvantaged



Suspension and Expulsion Rates

The ICMS suspension and expulsion rate dropped from 8.7% in the 2014-2015 school year to 5.3% in 2015-2016 and then to 2.8 in 2016-2017.



Innovative Features

Three key innovative features of the ICMS educational program are student-centered culture and learning strategies, student data monitoring and portfolio use, and the Learning Experience Manager (LXM). A description of each feature including purpose, measures for effectiveness, and description is articulated below.

Practice 1: Student-Centered Culture

Aim of practice and measuring effectiveness

The aim of a student-centered culture is for students to feel ownership of the classroom environment and learning, which will manifest with increased intrinsic motivation and improved classroom culture. The effectiveness of this practice is measured through school and classroom climate metrics, such as suspensions and expulsions. In addition, ICMS surveys students about school climate, engagement, and motivation.

Practice description

At Ingenium Charter Middle School, students build a code of cooperation in each class to determine necessary norms that must be in place for learning and collaboration to happen. Teachers use tools such as affinity diagrams, consensograms, multi-voting, hot dot voting, and

Nominal Group Technique (NGT) prioritization to determine what norms should be on a code of cooperation.

To bring the code of cooperation to life, students and teachers often track behavior in relationship to the code. This can be done on a bar chart or run chart to determine areas of strength and areas of growth in behavior and classroom culture. In addition, students and teachers use quality learning tools together in order to utilize the Plan-Do-Study-Act (PDSA) improvement cycle. This cycle can help classes fulfill the code of cooperation or can address issues to learning, such as lack of work completion. One tool often used is a force field analysis that analyzes the driving and preventing forces for positive culture. Students brainstorm what is driving and preventing positive culture and learning. Students then prioritize preventing forces through NGT, hot dot, or multi-voting to determine the top barriers to positive culture and behavior. Students often examine factors that interrelate with other factors through an interrelationship digraph. This helps students and teachers understand factors impeding improvement systemically. Another tool to understand the root cause of issues is 5 whys, in which students write an initial problem, question, or statement and then ask a why a series of times to understand motivation and underlying causes. All of these tools are used across all grade levels and on an as-needed basis and often more frequently at the beginning of the year when establishing culture in the classroom and across the school.

Another important piece of a student-centered culture is student feedback. The parking lot tool allows teachers to gather anonymous feedback to improve classroom culture and student ownership. Students can post items on the parking lot in the following four categories: Things that are going well, things that need improvement, questions, and ideas for improvement. As the teacher consistently responds to these items in a timely manner, the tool continually amplifies student voice in building classroom culture.

Practice 2: Student Data Monitoring and Portfolio Use

Aim of practice and measuring effectiveness

The aim of data monitoring by students and their use of portfolios is for students to own their learning and be aware of what they need to learn as well as their progress in the learning process. With this knowledge and ownership, students can set aims and make plans to improve in areas where they have learning gaps. This practice is measured through student portfolios and capacity matrices as well as qualitative data from student questioning. Depending on the data source, students add evidence and reflect on the data on approximately a weekly basis. Teachers support students with individual conferencing both in academic classes and in Personal Learning Time (PLT). In addition, students may use capacity matrices on a daily basis to monitor progress in learning.

Practice description

ICMS students use three main tools to monitor their data and progress: data graphing, capacity matrices, and portfolios.

Portfolios are the overall means in which students track their own progress. They keep work samples, capacity matrices, feedback, and personal evaluations in the portfolios. The portfolio

provides one place for students to analyze their overall progress through ICMS and extrapolate next steps from current performance. At the beginning of the year, students are led through self-exploration work to understand who they are and how they learn. This helps them make learning plans as they explored data throughout the first few months of school. As the year progresses, students add to portfolios and share data with their families in student-led conferences. Students and teachers maintain portfolios in both physical and electronic formats.

Within these portfolios, students use capacity matrices to track progress on grade level standards. Capacity matrices unpack standards into student-friendly terms and give students a way to assess their own learning. Students self-assess using four metacognitive levels aligned to Bloom's taxonomy: information, knowledge, know-how, and wisdom. These levels of metacognition were developed through understanding the neuroscience of learning, a key element of the Ingenium Praxis (See section: How Learning Best Occurs). As students work to improve their own understanding, students set action plans. When students have learned something new, they mark evidence of the learning on their capacity matrix and store the evidence in the portfolio. The capacity matrix puts learning in the hands of students.

Last, students track larger data trends as a class by tracking and graphing. For example, in sixth grade, students plot vocabulary scores weekly and reflect on their study time. They see how much study time is ideal to achieve the results they desire and see connections between trends in student scores and studying. Students evaluate their progress relative to the class as a whole to determine if they need more support or are progressing adequately. Data tracking helps students understand variability but also connect to next steps to improve their performance.

Practice 3: Learning Experience Manager

Aim of practice

The aim of the Ingenium Learning Experience Manager (LXM) is to increase the amount of time teachers spend on mentoring, coaching, teaching, and providing feedback and reduce or eliminate the amount of time teachers spend on grading practices. The LXM aims to improve students', parents', and teachers' monitoring of student progress.

Practice description

The LXM proprietary software system has been developed specifically for Ingenium Schools' student populations, including ICMS's. The LXM replaces traditional grading systems with a method aimed at achieving mastery of state standards. It is a go, no-go performance tracker; students have either mastered standards or have not mastered standards introduced through Profound Learning Experiences (PLEs).

The LXM monitors progress through PLEs and tracks mastery of standards that are unpacked in capacity matrices. Students complete capacity matrices and PLEs, learning content and skills through "endeavors," the activities that build deeper understanding and measuring and demonstrating their learning through "milestones," formative and summative assessment points. Students self-assess their own learning through the evidence they've created on their milestones and determine if they have met the standards-aligned quality criteria. They share that self-assessment and review the milestones with their teachers, using the LXM as a platform

to discuss the quality criteria, record feedback, and ensure students are supported until they reach a “go,” meaning they have demonstrated mastery of the standards included in the milestone. In the future, the LXM will be a portal for parents to continually monitor their child’s performance.

Meeting Student Needs

As mentioned above, (at the beginning of 2016-2017, 94% of incoming 6th grade students were below grade level in Math and 89% were below grade level in English Language Arts (ELA) of as measured by our internal assessment, iReady) most students enter ICMS significantly behind grade level. ICMS is good at bringing them up to grade level; see the eighth-grade cohort in the data performance review above. In order get to grade level, our student population needs an educational program that increases student engagement, meets students below grade level where they are at, and leads to students taking responsibility for their learning and lives.

- To increase student engagement, we use Profound Learning Experiences and quality and Lean tools commonly found in the Baldrige Criteria and in business, medical, and manufacturing industries.
- To meet students below grade level where they are at, students not at grade level are given intervention and intervention classes. Students in ELD levels three and four are placed in English learner-specific classes to develop their English language skills. In addition, students are given Smarter Balanced Interim Assessments. Students are then divided into cohorts where they work on improving skills specific to each Smarter Balance test strand. This practice targets English learners and other students with special needs. Front-loading this information for students with special needs lowers their levels of anxiety.
- To increase student responsibility, we lead them through our deployment of capacity matrices and the LXM.

Areas of Challenge

Suspension and Expulsion Rate

Ingenium Charter Middle School has long strived to provide the best services possible to all its students -- but with that drive comes challenges. Since its inception, Ingenium Charter Middle School’s suspension rate has exceeded the threshold of 5% set by LAUSD. In the past three years it has significantly improved, dropping from 8.7% in 2014-2015 to 2.8% in 2016-2017.

The principal collaborated with both students and teachers in developing a behavior plan that met the needs of both groups, while abiding to the California Education Code for allowable suspensions and expulsions. The principal and the teachers were very intentional about collecting data from the student body to continue to empower their voice while assessing the success of the behavior plan. The administrative team redefined a tiered behavior plan which clearly stated the types of behavior that would be managed by the teacher; types of habitual behavior that would merit a referral; and behavior that would merit an automatic suspension in accordance with the California Education Code. Once teachers collaborated and clearly understood and defined for themselves what types of behavior would lead to a suspension, the number of referrals to the office dropped significantly.

Engaging Effective Math Teachers

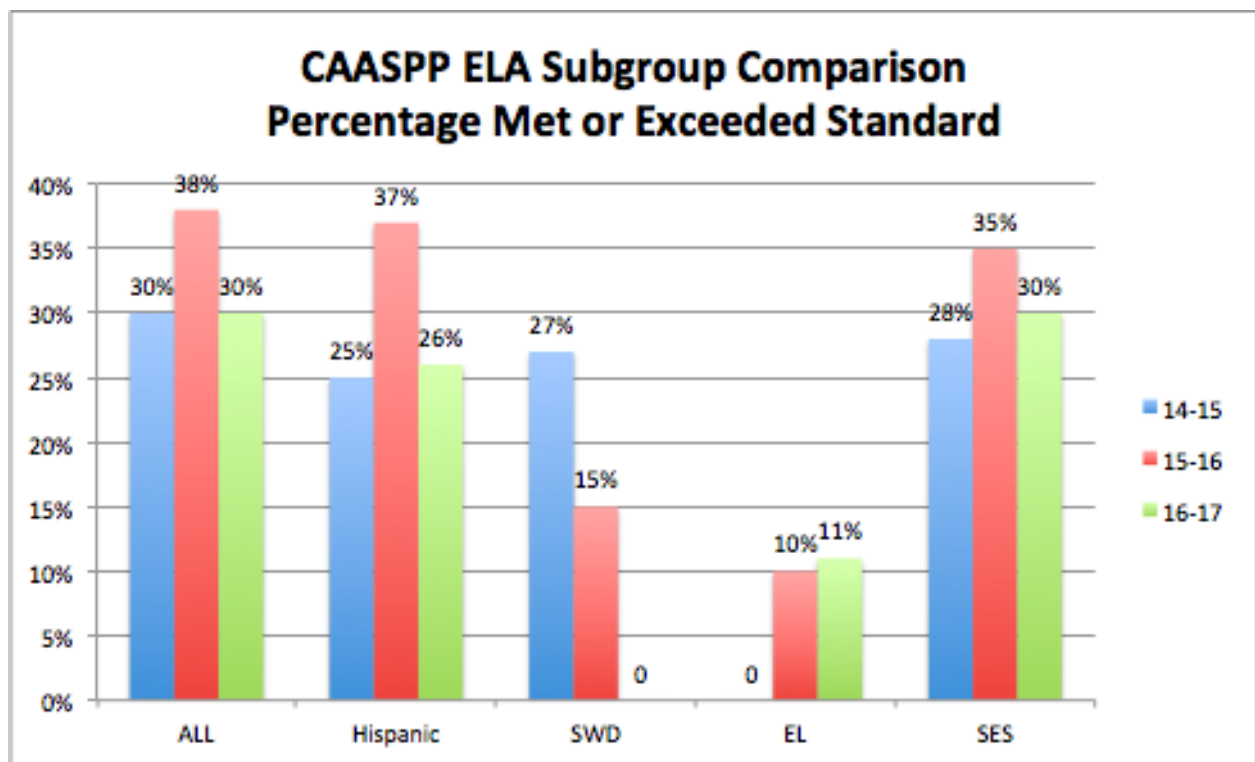
Another area of challenge Ingenium Charter Middle School has struggled with is hiring and retaining math teachers. In 2016-2017, ICMS hired an experienced math teacher who has demonstrated the appropriate skills set to both manage the classroom and provide adequate academic support to her students.

Broad Parent Involvement

Ingenium Charter Middle School seeks to improve its parent involvement. Even though lines of communication improved last year and parents have provided positive feedback about its improvement, the principal, the teachers, and Ingenium Schools charter management organization (CMO) agree that the number of parents involved in activities at the school could be improved. Participation in the School Site Council, its day events, and fundraisers all increased last year. In the spirit of continual improvement, Ingenium Charter Middle School has already started planning how to improve parental involvement by including different families that traditionally do not participate. One survey was sent home asking parent to provide the three best times for meetings; meeting times have typically been in the morning, limiting the number of parents that could participate. Parents' number one option to come to school for events or meetings was in the afternoon, which is why this current year, 2017-2018, ICMS has held all of parent events after 4:00 PM and is offering multiple time options for parent events.

ELA Student Outcomes

During the 2014-15 school year, 30% of ICMS students met or exceeded the standard in English language arts (ELA) on the CAASPP. The following year, 2015-16, 38% of ICMS students met or exceeded the standard, a gain of 8%. In the 2016-17 school year, this dropped 7 percentage points to 30% of students meeting or exceeding standard. Furthermore, from 2015-2016 to 2016-2017, the performance of all significant subgroups, except for English learners, declined. Much of this data is influenced by the skills gaps and low initial learning levels of entering students, as evidenced by the progress students make as they progress through cohorts from 6th – 8th grade.



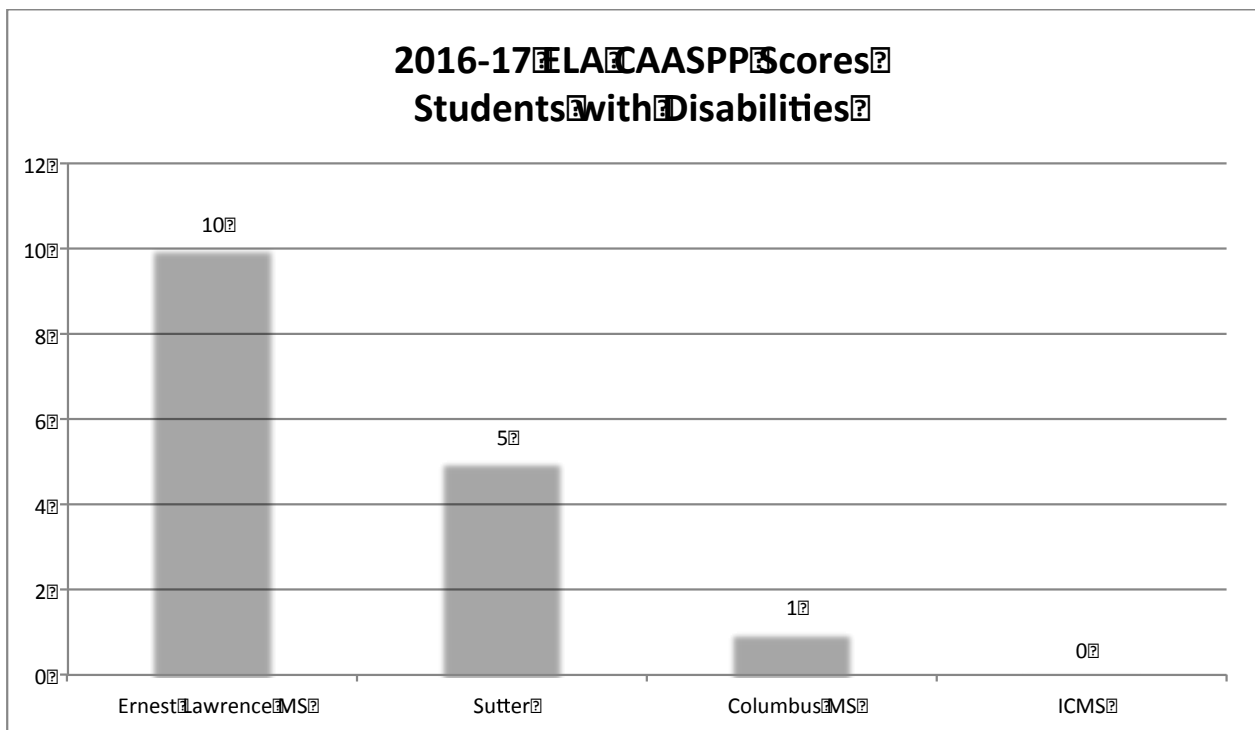
As a result of this data, during the 2016-2017 school year, the ICMS team used the PDSA (Plan, Do, Study, Act) cycle to look for opportunities for improvement. 2016-2017 fall and winter internal ELA assessments showed that 40% of students were predicted to meet or exceed standard on the CAASPP, demonstrating initial improvement plans worked for students. As a result of this prediction and due to lower performance in math on both the 2015-2016 CAASPP and 2016-2017 fall and winter internal assessments, math was prioritized for improvement and a pilot program was implemented to improve math outcomes. Almost every subgroup improved its math achievement due to the pilot program. Based on the gaps in ELA performance, the following improvement efforts are being implemented starting in fall 2017:

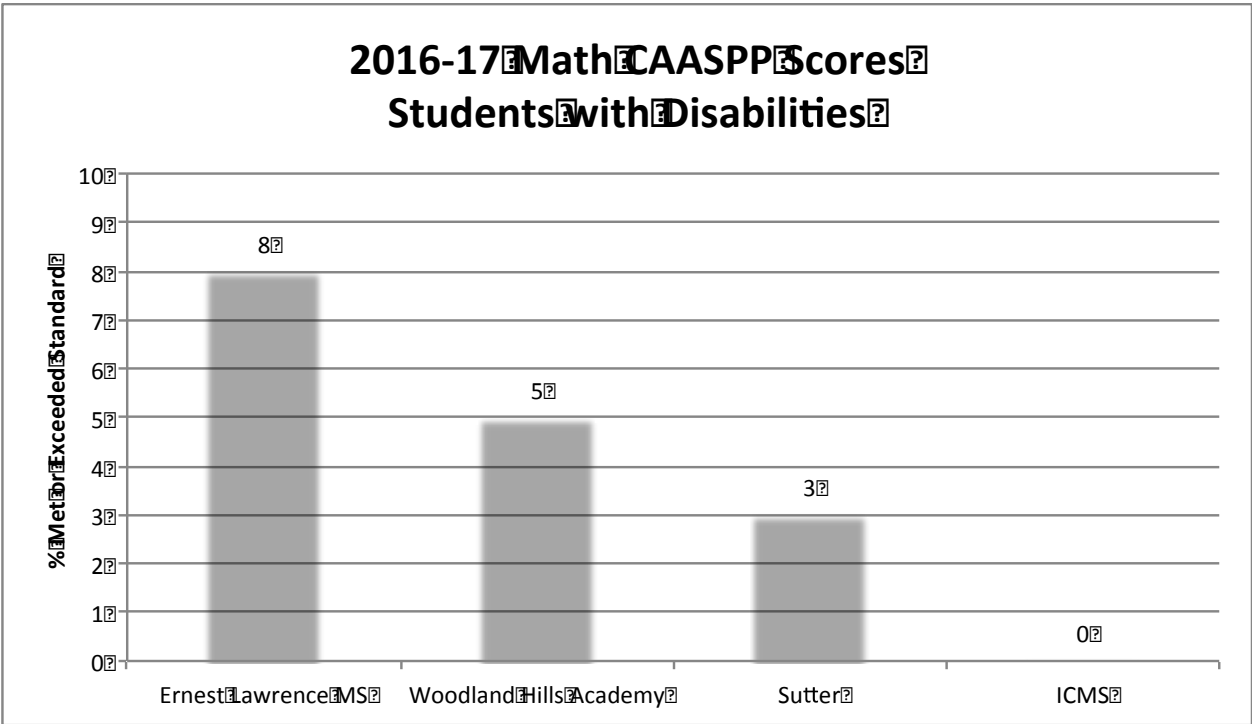
1. Key learnings and improvements from the math pilot program will be applied to help improve student learning outcomes in Math in the 2017-2018 school year and beyond. Key learnings include, dedicating specific time and resources for students once identified as in need of additional support works, use of CAASPP Interim Assessment Blocks (IAB) proved useful data to inform programming, and we learned that additional instructional resources (online tools/programs, researching intervention materials, etc.) may be beneficial.
2. ICMS will implement PLTs (Personalized Learning Time) school-wide during the current 2017-2018 school year to increase ELA literacy in the school while continuing to support math achievement by helping students make sense of problems as well as construct viable arguments and critique the reasoning of others:

- Close reading, so students can decipher informational texts and develop the skills needed to identify details and patterns in any text to develop a deep understanding of its form, craft, and meaning; such skill is required on the CAASPP as it redirects their attention to the text itself.
- The Claim Evidence Explanation Link writing strategy, which develops CCSS-based, college-ready writing that involves thinking critically and communicating with evidence. Students need to be able to make a claim, provide evidence, and develop a link or explanation to the question being posed.

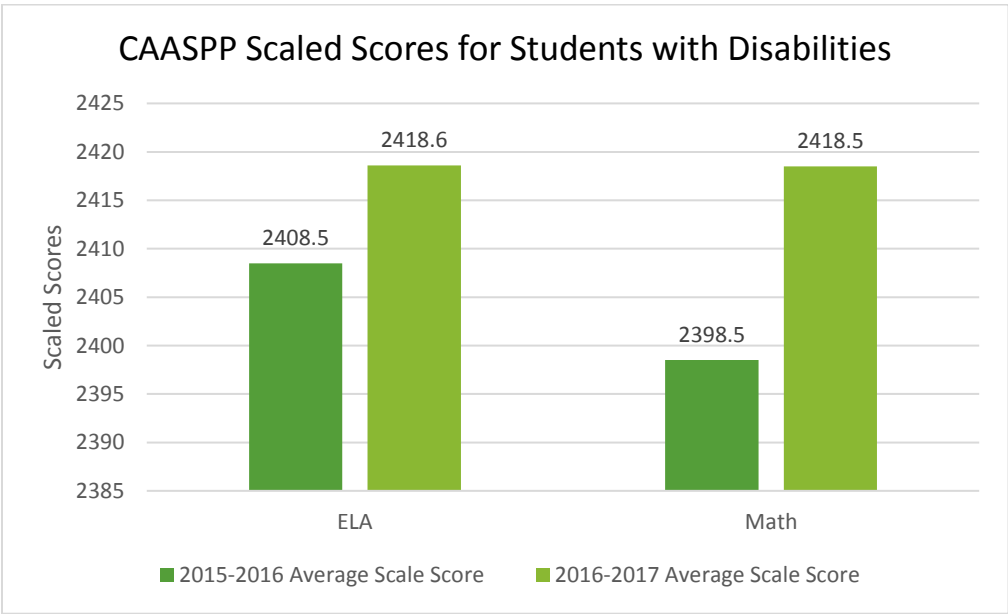
Students with Disabilities Outcomes

On both the 2016-2017 ELA and math CAASPP, 0% of ICMS students with disabilities earned a score of met or exceeded the standard. ICMS leadership and teachers unpacked the data to better understand the situation.





Although 0% of this subgroup met or exceeded standard on the CAASPP, ICMS saw increases in scale scores in both math and ELA for Students with Disabilities as well as a majority of students whose scale score increased. On average scale scores increased 10.1 points in ELA and 20 points in Math for students enrolled in consecutive years.



In examining the data deeper to understand the needs of students with disabilities, we identified two main claims on which to focus. When we unpacked student performance based on claims, 0% of students grew and 10% of students declined in the Research and Inquiry claim in ELA, setting a focus for improved instruction and learning outcomes in this claim. In Math, 0% of students grew a level but 20% declined a level in the Problem-solving and Modeling and Data Analysis claim.

General education teachers and the Special Education Inclusion teacher will collaborate on a biweekly basis to ensure instruction is scaffolded to meet the demands of the students with disabilities and to ensure the proper accommodations in order for Students with Disabilities to be able to access grade level content with success. This will both help the special education department become more aware of the instructional program and profound learning experiences ahead of time so they can better support our students with disabilities as well as ensure general education teachers are fully aware of how to implement all students' IEPs.

English Language Reclassification Rates

ICMS has demonstrated mixed student English learner reclassification rates for the last four years when compared with the District. See the table below.

Reporting Year/ School Year	Student Reclassification Window (CALPADS fall deadline)	Ingenium Rate	District Rate	Number of students reclassified	Total Number of EL students
2017-2018	October 5, 2016 – October 3, 2017	55.5%	Not available	13	TBD, subject to cumulative records
2016- 2017	October 7, 2015- October 4, 2016	0%	16.8%	0	27
2015- 2016	October 1, 2014- October 6, 2015	16.7%	12.1%	2	22
2014- 2015	October 2, 2013- September 30, 2014	50%	16.6%	3	12
2013- 2014	October 3, 2012- October 1, 2013	0%	13.9%	0	6

The school's Long-term English learner population of 26.3% is significantly higher than the District average of 8.3%.

Upon studying the English learner program and reclassification over the past four years, the following findings were discovered:

- No English learners were reclassified between August 2013 and October 1, 2013 (the reclassification window for reporting in the 2013-2014 school year), mainly due to the short time frame.
- During a two-year period in which ICMS had EL reclassification rates that surpassed the District rates, ICMS had consistent site leadership who implemented the reclassification process with fidelity. During this time, five students were reclassified.
- In the 2015-2016 school year, site leadership changed and EL reclassification processes lapsed; accordingly, no students were reclassified between October 7, 2015 and October 4, 2016.

Ingenium Schools responded to this situation and need by engaging an ELD Coordinator to overhaul all processes and compliance related to English learners. This ELD Coordinator was successful in establishing, documenting, and training staff on EL -related processes, such as initial identification, CELDT testing, EL progress-monitoring, RFEP tracking, and reclassification. She updated and verified PowerSchool and CALPADS records and ensured reporting was accurate, and that the ICMS EL program was documented in the EL Master Plan. As a result, 13 students were reclassified between October 5, 2016 and the present date.

Based on the work of the ELD Coordinator in 2016-2017, Ingenium Schools senior leadership re-evaluated the need for EL support and determined the highest need was in instruction, especially addressing the needs of Long-Term English Learners. When examined further, it was determined that teachers needed more support in planning, enacting, and evaluating their designated and integrated ELD curriculum and instruction. More support was needed for teachers to fully understand how to implement the new ELD standards and track student progress. Furthermore, teachers would need training to understand the new ELPAC assessment and the implications for English learners.

As a result, Ingenium Schools senior leadership restructured the English learner program to be managed at the CMO-level by the director of curriculum and instruction and at school-site levels by the site principal. To address the need for instructional support, the Ingenium senior leadership team adjusted the Ingenium-wide position to be an ELD Coach.

To date in the 2017-2018 school year, the following improvements have occurred:

- Clearer articulation of the reclassification process, including timelines and benchmarks. This updated reclassification process includes specific intervention steps if an English learner does not qualify for reclassification.
- Updated English learner progress-monitoring tools that more closely align to the updated ELD standards and ensure all teachers are more accurately and frequently tracking EL progress towards reclassification.
- As of September 1, 2017, all teachers have received at least one training on Guided Language Acquisition Design (GLAD) strategies for both integrated and designated ELD.

- Instructional coaching and feedback has occurred on all sites specific to site aims about English learner progress and reclassification.
- Plans for ELPAC task-type trainings and how to align designated ELD to ELPAC tasks are being created, with professional development happening in October and November for all teachers.

In its most recent oversight report, the LAUSD Charter Schools Division noted that the school's LTEL rate is higher than the District average. This is directly linked to the low number of students reclassifying as fluent English proficient at ICMS. With 15 students reclassified in the most recent window between October 5, 2016 – October 3, 2017, ICMS's rate will return to near the District average. However, ICMS will continue to address the needs of LTELs through the actions described above. Specifically, strengthening the reclassification process to specifically monitor students who are not qualifying for reclassification and exploring interventions immediately will ensure students do not stay in the English learner program long enough to qualify for LTEL status. ICMS has also built a stronger whole-school intervention program, utilizing interim benchmark assessment data to place students in additional support classes. The aim of this is to support English learners in moving closer to standard on the ELA CAASPP and help move students out of LTEL status.

Student Population to Be Served

Grade Levels to be Served

ICMS intends to open in August 2018 with 270 students: 90 each in grades 6 -8. We anticipate maintaining the enrollment of 270 each year thereafter.

Student Educational Interests, Backgrounds, and Challenges

Ingenium Charter Middle School is located within the Winnetka neighborhood of Los Angeles. The ethnicities of the Winnetka neighborhood, Sutter Middle School, and Ingenium Charter Middle School are shown below. This data was taken from:

<http://maps.latimes.com/neighborhoods/neighborhood/winnetka/>

	Population/ Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Other
City of Winnetka	54,825	4.3%		15.5 %		40.6%		36.1%	3.5%
John A. Sutter Middle	803	3.4%	0.2%	5.5%	2.2%	84.1%	0.2%	3.2%	
ICMS	143	4.9%	0.7%	2.1%	6.3%	76.9%	0.0%	9.1%	

ICMS tailors instruction to our students' ELA and math needs. Intervention classes are viewed positively by parents and students and being placed in one is not considered demeaning in the student culture. Students know that they have a path to get to grade level and are empowered to move up out of intervention classes. Students are comfortable with where they are and where they are heading. They can measure their growth.

Ingenium Charter Middle School serves “typical” community children – it does not seek out students with particular educational interests, backgrounds, or challenges. ICMS serves students of diverse racial, social and economic backgrounds. The majority of students who reside in ICMS’ surrounding zip codes qualify for free and reduced lunch. The student population reflects the ethnic diversity of the student population of LAUSD, academic achievement, skills, and interests as well as ethnic and socioeconomic status.

Five Year Enrollment Plan

We anticipate the following student population in the next five years:

	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Sixth	90	90	90	90	90
Seventh	90	90	90	90	90
Eighth	90	90	90	90	90
Total	270	270	270	270	270

ICMS Noble Cause

ICMS has replaced its original purpose and mission statements with a commitment statement to students and parents.

Commitment

We at ICMS are transforming education by restoring joy and meaning in learning.

ICMS creates Profound Learning Experiences for our students. These experiences have a high degree of meaning built into them so that students are not just memorizing information for tests and then forgetting. A strong sense of meaning behind everything that a student learns taps into the neuroscience of learning and creates joy in learning. This joy and meaning in learning enables students to absorb and retain information at an accelerated rate.

Our Vision

Students leave Ingenium Schools knowing what is meaningful to them and are equipped with the capacity and tools to continually improve themselves and the world around them.

ICMS students learn to:

- Use continual improvement tools and processes from our Praxis to give feedback to teachers and administrators.
- Design their own learning experiences.
- Maintain and manage learning over a long period of time and enable learners to cooperate at high levels.

The same skills are required in the 21st century work place.

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

Continual improvement permeates class cultures as students revisit action plans – specifically, their Plan-Do-Study-Act (PDSA) cycles – to determine whether or not aims are met. They regularly check in on classroom processes and programs to identify opportunities for improvement.

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

The school-wide code of cooperation is created collaboratively each year during the opening of the school with parents, teachers, students, administration, and the local community. This is done to establish a safe and civil school-wide climate as well as to model the process for all stakeholders.

Using the Plan-Do-Study-Act (PDSA) cycle, students set individualized learning and behavioral/social aims, prepare action plans for achieving these aims, and track their own academic and behavioral/social progress. Quality Learning tools commonly used by students and staff include affinity diagrams, consensograms, interrelationship digraphs, run charts, flow charts, Gantt charts, loss function, Pareto charts, if...then, P3T, and many more. Students will be proficient at using these tools to work collaboratively, solve problems and create new systems and processes by the time they exit eighth grade.

Students demonstrate high levels of engagement by using deeper cognitive processing strategies (such as elaboration rather than simple or “surface” processing strategies such as rehearsal), persisting with difficult tasks, and monitoring their own learning progress. These deeper cognitive strategies are explicitly taught in all classrooms, through processes such as the 5 whys and the PDSA cycle; the implementation of Profound Learning Experiences; and the articulation of effective teaching in the Ingenium Teacher Capacity Matrix.

As is evident from this process, the 5 whys tool enables students to identify deeper root causes as opposed to surface level understanding. This tool is implemented in all classrooms.

ICMS’s Learning Experience Manager (LXM) gives students and parents access to real-time data on student performance. This data is used to inform both the instructional program and student aim-setting. The LXM is continually being improved and will include student and parent portals, portfolio documentation, and capacity matrix generation.

Students have access to multiple data points on their achievement. In each ICMS classroom, students maintain a portfolio either in physical or electronic form. The portfolio contains capacity matrices, student action plans, progress toward meeting academic aims, and evidence of learning. Progress is tracked by students and teachers through the Ingenium LXM which contains a go/no go tracker. The tracker monitors students’ ability to meet target dates and high levels of mastery.

Ingenium Charter Middle School students demonstrate high credibility, are forward thinking, maintain a team-oriented disposition, and inspire themselves and others toward common aims

and exceptional results. This is achieved through consistently implementing the Ingenium Praxis.

ICMS uses the Quality Learning philosophy to instill in students an appreciation of character values that are important to positive functioning in school and in society. ICMS does not use extensive extrinsic rewards and punishments to manage behavior; instead, ICMS trains students to be responsible for their own behavior and character. ICMS teachers and administrators frequently make use of Ingenium Huddles, a tool that leads students to have empathy, relate to others, and appreciate breakthroughs students are making in both learning and character development.

ICMS classrooms are inherently team-focused with collaboration always at the forefront. Students collaboratively set class aims, track these aims, and work together to achieve them. They continue this cycle throughout the school year. As students make either personal breakthroughs or class breakthroughs in performance those stories and results are recognized through Ingenium Huddles. In working together, students inspire each other daily as they understand that each class aim reached results in a sense of accomplishment that everyone can enjoy.

An Educated Person in the 21st Century

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

- Critical Thinking
- Leadership
- Problem solving
- Continual improvement cycle
- Collaboration
- Demonstration of positive character traits
- Strong technology skills

21 st Century Habits and Skills	Application
Critical Thinking	ICMS students acquire, manage, critically analyze, and use information as they manage their individual and class action plans, design individualized learning opportunities, and problem solve in their classrooms.

Leadership	<p>In the classroom students facilitate workshops, act as peer tutors, and lead classroom discussions.</p> <p>Students draft action plans, monitor their plans, and graph results.</p>
Problem Solving	<p>ICMS students use quality systems tools, such as the Parking Lot, 5 whys, and enthusiasm for learning surveys, to provide feedback on the instructional program.</p> <p>Using these tools, students brainstorm solutions to school or class challenges, identify the most effective solutions, and then collaboratively develop action plans.</p>
Use the Continual Improvement Cycle	<p>The Plan-Do-Study-Act cycle is embedded in all school operations.</p> <p>The PDSA tool allows students, teachers, administrators, and other stakeholders to set aims, determine a path by which to achieve the aims, and regularly check in on progress.</p> <p>The act portion of the cycle allows for creative problem solving and additional strategic planning.</p>
Collaboration	<p>The ICMS classroom is intrinsically collaborative as students work together to achieve aims and improve the class operations.</p>
Demonstration of Positive Character Traits	<p>The ILS includes tools that help students and classrooms develop positive pro-active character traits, such as the Code of Cooperation, shared visions, and capacity matrices.</p>

Strong technology skills

ICMS will incorporate the use of technology in all learning experiences to ensure that students have the skills necessary to thrive in an increasingly technology- driven world.

How Learning Best Occurs

Ingenium Charter Middle School believes learning best occurs when there is joy and meaning in learning for all stakeholders. As noted above, it has been well documented that joy and meaning in learning normally decline as students advance to higher grades¹. The Ingenium Learning System is structured to restore joy and meaning to learning. ICMS'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."

- **Profound Learning Experiences:** Profound Learning Experiences are interdisciplinary, grounded in the California Standards (CCSS, NGSS, ELD), 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. ICMS Profound Learning Experiences are similar to "project-based learning" yet are specifically designed to present opportunities for student ownership, choice, and rigor.
- **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."² ICMS 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.
- **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

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

² 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.

classroom behavior, culture, and collaboration as well as tools to help them improve their learning.

- **Neuroscience:** ICMS uses brain research around learning to help accelerate the speed of learning and behavior change.
- **System of Profound Knowledge:** Dr. W. Edwards Deming's System of Profound Knowledge (SoPK) 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.

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 high school and college.

Annual Goals and Actions

LCFF STATE PRIORITIES						
GOAL #1						
<p>Fully credentialed teachers in the subject areas and for the pupils they are teaching</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>					
Specific Annual Actions to Achieve Goal						
<p>100% of teachers meet credential requirements set forth in the charter petition. Human resources staff ensure that all teachers meet credential requirements prior to hire using a hiring checklist, referencing the CTC website, as well as a program that helps alert HR staff and individual credentialed employees prior to credentials expiring. Teacher candidates are screened and interviewed by principal, and teachers. Positions are advertised on multiple education websites, including EdJoin and SchoolSpring. The interview process is setup and managed by the Director of Human Resources and the Human Resources Specialist.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: 100% of teachers meet credential requirements</p> <p>Metric/Method for Measuring: Percent of teachers who meet credential requirements</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students						
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						

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #2						
All pupils have access to standards-aligned curriculum and instructional materials	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
School leaders and teachers select instructional materials informed by standards-alignment rubric. Rubric includes measure of the extent to which students have adequate access to standards-aligned instructional materials. Sample curriculum deployment against an internal rubric called the LCAP Curriculum and Instruction Walkthrough Checklist. Professional development on strategies to support ELs.						
Expected Annual Measurable Outcomes						
Outcome #1: All sampled classrooms score 3: proficient or higher on the "instructional materials are aligned to Common Core Standards or other pertinent standards" rubric item using a statistical sampling of curriculum in classrooms. Metric/Method for Measuring: Statistically valid sampling of instructional materials alignment with current standards and deployment to students as evaluated against a rubric/scoring guide.						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	3	3	3	3	3	3
English Learners						
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 #3						
School facilities are maintained in good repair	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
Chief Business Officer or designee conducts and records periodic facilities maintenance walkthroughs using the Facilities Walkthrough Checklist and findings are acted on. Track work order completions. Seek replacement facility so that the school will have more control over maintenance.						
Expected Annual Measurable Outcomes						
Outcome #1: 2018-2019 walk through survey score result (95%) Metric/Method for Measuring: Average scores from end of year facility walk-through survey						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners						
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						
Curriculum is aligned to California standards	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
Curriculum maps for each course revised as needed. Statistical sampling of curriculum made to measure level of alignment and action plan developed to improve score over baseline. Professional development in planning standards-aligned lessons that match the rigor level of the stated standard. Materials purchased in response to analysis of curriculum sample.						
Expected Annual Measurable Outcomes						
<p>Outcome #1: In 2016-2017, walkthroughs using rubrics showed that all sampled ICMS classrooms scored at a level 3: proficient on the "instructional materials are aligned to Common Core Standards or other pertinent standards" rubric item. This will be the baseline. The expected outcome, in future years, all classrooms will be at the baseline or above.</p> <p>Metric/Method for Measuring: Statistically valid sampling of instructional materials alignment with current standards as evaluated against the rubric called, LCAP Curriculum and Instruction Walkthrough Checklist.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	3	3	3	3	3	3
English Learners	3	3	3	3	3	3
Socioecon. Disadv./Low Income Students	3	3	3	3	3	3
Foster Youth	3	3	3	3	3	3
Students with Disabilities	3	3	3	3	3	3
African American Students	3	3	3	3	3	3
American Indian/Alaska Native Students	3	3	3	3	3	3
Asian Students	3	3	3	3	3	3
Filipino Students	3	3	3	3	3	3
Latino Students	3	3	3	3	3	3
Native Hawaiian/Pacific Islander Students	3	3	3	3	3	3
Students of Two or More Races	3	3	3	3	3	3
White Students	3	3	3	3	3	3

GOAL #5						
Curriculum will be designed to support ELs and other subgroups	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
Continual improvement of curriculum maps to include goals to support ELs. Professional development about aligning lesson plans to ELD standards. Continued professional development dedicated to supporting EL students. Coaching and support of teachers of newcomers and long term English learners (LTELS). Review curriculum and purchase as needed.						
Expected Annual Measurable Outcomes						
<p>Outcome #1: In 2016-2017, walkthroughs using rubrics showed that all sampled ICMS classrooms scored at a level 3: proficient on the "instructional materials support ELs" rubric item. This will be the baseline. The expected outcome, in future years, all classrooms will be at the baseline or above.</p> <p>Metric/Method for Measuring: Statistically valid sampling of curriculum to measure EL alignment with the rubric called, LCAP Curriculum and Instruction Walkthrough Checklist.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	3	3	3	3	3	3
English Learners	3	3	3	3	3	3
Socioecon. Disadv./Low Income Students	3	3	3	3	3	3
Foster Youth	3	3	3	3	3	3
Students with Disabilities	3	3	3	3	3	3
African American Students	3	3	3	3	3	3
American Indian/Alaska Native Students	3	3	3	3	3	3
Asian Students	3	3	3	3	3	3
Filipino Students	3	3	3	3	3	3
Latino Students	3	3	3	3	3	3
Native Hawaiian/Pacific Islander Students	3	3	3	3	3	3
Students of Two or More Races	3	3	3	3	3	3
White Students	3	3	3	3	3	3

GOAL #6						
<p style="text-align: center; font-weight: bold;">Increase parent engagement</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div>					
Specific Annual Actions to Achieve Goal						
<p>Town halls to solicit in depth parent comments. In-house surveys to track net promoter scores.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Parent net promoter score as measured by end of year survey of statistically valid sample</p> <p>Metric/Method for Measuring: Parent net promoter score as measured by end of year survey of statistically valid sample</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	8.9	8.9	8.9	8.9	8.9	8.9
English Learners	8.9	8.9	8.9	8.9	8.9	8.9
Socioecon. Disadv./Low Income Students	8.9	8.9	8.9	8.9	8.9	8.9
Foster Youth	8.9	8.9	8.9	8.9	8.9	8.9
Students with Disabilities	8.9	8.9	8.9	8.9	8.9	8.9
African American Students	8.9	8.9	8.9	8.9	8.9	8.9
American Indian/Alaska Native Students	8.9	8.9	8.9	8.9	8.9	8.9
Asian Students	8.9	8.9	8.9	8.9	8.9	8.9
Filipino Students	8.9	8.9	8.9	8.9	8.9	8.9
Latino Students	8.9	8.9	8.9	8.9	8.9	8.9
Native Hawaiian/Pacific Islander Students	8.9	8.9	8.9	8.9	8.9	8.9
Students of Two or More Races	8.9	8.9	8.9	8.9	8.9	8.9
White Students	8.9	8.9	8.9	8.9	8.9	8.9
Expected Annual Measurable Outcomes						
<p>Outcome #2: 2016-201: 233% (number of parent engagement incidents divided by the number of enrolled students). This will act as the baseline.</p>						

Metric/Method for Measuring: Parent participation rate as measured by parent attendance at school events

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	233%	233%	233%	233%	233%	233%
English Learners						
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 #7						
Improve academic results	<div style="border: 1px solid black; padding: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
Refinement of standards-based reporting system, linked standards-based resources, and Ingenium Praxis. Monitor student progress in the standards-based reporting system and create action plans to address learning gaps. Deliver supporting professional development. Scope and sequence of PD and coaching throughout the school year at both school site and among Ingenium campuses. Monitor classroom implementation of designated and integrated ELD instruction and track student progress in English language acquisition. Purchase additional curriculum as needed.						
Expected Annual Measurable Outcomes						
Outcome #1: Baseline: In 2016-2017 the schoolwide average scale score in ELA on CAASPP assessments was 41 points beneath level 3. Expected outcome: The average scale score on the CAASPP assessments in ELA will increase over the baseline. Metric/Method for Measuring: Average scale score on CAASPP ELA standards.						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	-41	-33	-25	-16	-8	0
English Learners	-94	-75	-56	-38	-19	0
Socioecon. Disadv./Low Income Students	-42	-34	-25	-17	-8	0
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-140	-112	-84	-56	-28	0
African American Students	-96	-77	-58	-38	-19	0
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-30	-24	-18	-12	-6	0
Filipino Students	20	16	12	8	4	0
Latino Students	-47	-38	-28	-19	-9	0
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-8	-6	-5	-3	-2	0

Outcome #2: Baseline: In 2016-2017 the schoolwide average scale score in math on CAASPP assessments was 76 points beneath level 3. Expected outcome: The average scale score on the CAASPP assessments in math will increase over the baseline.

Metric/Method for Measuring: Average scale score on CAASPP math standards.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	-76	-61	-46	-30	-15	0
English Learners	-134	-107	-80	-54	-27	0
Socioecon. Disadv./Low Income Students	-77	-62	-46	-31	-15	0
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-177	-142	-106	-71	-35	0
African American Students	-143	-114	-86	-57	-29	0
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-28	-22	-17	-11	-6	0
Filipino Students	11	9	7	4	2	0
Latino Students	-85	-68	-51	-34	-17	0
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-42	-34	-25	-17	-8	0

Outcome #3: Baseline: ICMS will establish the baseline scores in 2017-2018 of English learners on the ELPAC. In the following year, ICMS will calculate the baseline percentage of English learners who improve their English proficiency or are reclassified as Fluent English Proficient (RFEP) (2017-2018, the first year of the English Language Proficiency Assessment for California – ELPAC). Each year, the percentage will improve.

Metric/Method for Measuring: ICMS will calculate the percentage by: $[(\text{number of English Learners who improve at least one level on the ELPAC}) + (\text{number of English learners who are reclassified})] / \text{total number of English learners (including those that were reclassified)}$

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Establish baseline ELPAC	Establish baseline %	Improve by 1.0%.	Improve by 1.0%.	Improve by 1.0%.	Improve by 1.0%.

English Learners	Establish baseline ELPAC	Establish baseline %	Improve by 1.0%.	Improve by 1.0%.	Improve by 1.0%.	Improve by 1.0%.
Socioecon. Disadv./Low Income Students						
Foster Youth	-	-	-	-	-	-
Students with Disabilities	Establish baseline ELPAC	Establish baseline %	Improve by 1.0%.	Improve by 1.0%.	Improve by 1.0%.	Improve by 1.0%.
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 #8						
Increase student engagement				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Monitor attendance and arrival times and create action plans to address attendance and arrival gaps						
Expected Annual Measurable Outcomes						
Outcome #1: 2016-2017 ADA: 95%						
Metric/Method for Measuring: Annual ADA rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	95.2%	95.4%	95.6%	95.8%	96%
English Learners						
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						
Outcome #2: 2016-2017 tardiness rate: 12.3%						
Metric/Method for Measuring: Annual tardiness rate						

All Students (Schoolwide)	12.3%	12.3%	12.%	11.8%	11.6%	11.4%
English Learners						
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 #9						
<p style="text-align: center; font-size: 1.2em;">Improve school environment</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p style="text-align: center; font-size: 0.8em;">Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> </div> <div style="padding-top: 5px;"> <p style="text-align: center; font-size: 0.8em;">Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<p>Monitor expulsions and suspensions. Administer survey systems for sampling pupil, teacher, and parent connectedness. Create action plans to address gaps identified in survey findings, as well as expulsions and suspensions.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The 2015-2016 baseline suspension rate was 5%</p> <p>Metric/Method for Measuring: Annual suspension rate</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	5	4.8	4.0	3.8	3.6	3.4
English Learners						
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						
<p>Outcome #2: The 2015-2016 baseline expulsion rate 0%</p> <p>Metric/Method for Measuring: Annual expulsion rate</p>						

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	0	0	0	0	0	0
English Learners						
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						

Outcome #3: 4.15 in 2016-2017.

Metric/Method for Measuring: Survey response to the question "Overall, I would rate my child's school environment as very positive" on a scale from 1 to 5.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	4.15	4.15	4.15	4.15	4.15	4.15
English Learners						
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						
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GOAL #10

All students are enrolled in a course of study prescribed in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

Related State Priorities:

- ☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Enroll all students, including unduplicated students and students with exceptional needs, in English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other courses as prescribed by the governing Board; employ teachers to deliver courses

Expected Annual Measurable Outcomes

Outcome #1: 100% of students enrolled in a course of study prescribed in Education Code section

51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

Metric/Method for Measuring: Percent of pupils enrolled in a course of study prescribed in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
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						
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GOAL #11						
Improve other pupil outcomes	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6					
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
Expected Annual Measurable Outcomes						
Outcome #1: In 2016-2017, all sampled ICMS classrooms scored at a level 3: proficient on the "NGSS-aligned instructional materials deployment (LCAP Goal 8)" rubric item (fourth row on the LCAP Curriculum Audit and Rubric)						
Metric/Method for Measuring: Proportion of sampled ICMS classrooms scoring at a level 3: proficient on the "NGSS-aligned instructional materials deployment (LCAP Goal 8)" rubric						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3	3	3	3	3	3
English Learners						
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						

Self-Motivated, Competent, Life-Long Learners

Students at Ingenium Charter Middle School are empowered to become self-motivated learners by creating flow-charts and Profound Learning Experiences. These practices lead them to take ownership of their learning while providing supports needed for them to be competent at following any lesson in any subject matter. The use of the Quality Learning tools embedded by the teachers emphasize the structures needed for student to become planners, time managers, and organized learners. These soft skills are much needed in students' transition to high school and beyond. Students learn to use the tools as part of their day to day Profound Learning Experiences, which enable them to assess their own performance and accuracy of planning as well as their academic mastery via capacity matrices. Use of these tools enables students in subgroups to access subject matter content while feeling included in classroom dynamics. Every staff member at Ingenium Charter Middle School strives to contribute to the culture of our students becoming life-long learners and helping them learn not just the value of education but also the value of becoming responsible community leaders, empowered voices, and self-advocates.

Instructional Design

Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research

At ICMS, 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.

The following classroom culture elements are common to all Ingenium Schools and are implemented in all Ingenium Charter Middle 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."²

Code of Cooperation

The school 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,

² 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 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, force field 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 force field analysis helps 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 Ingenium Charter Middle School 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.³ Furthermore, the research of John Hattie informs much of the work, as Hattie outlined the most impactful influences on student learning.⁴

Student Aim-Setting and PDSA

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 (PDSA). 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.

³ Marzano, Classroom Instruction that Works, McRel, 2001

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

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."

Portfolios

Every student has a portfolio that shows their learning and mastery of California standards as documented on capacity matrices. Students collect evidence of their learning in portfolios and classrooms and schools have exhibitions in which students share their portfolios with families, friends, and classmates.

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, ICMS 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. ICMS teachers utilize this theory in providing students with feedback rather than grades or just praise.⁵

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

The ILS is a learning-based system. Its aim is to create Profound Learning Experiences (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.

⁵ Lipnevich and Smith, "Response to Assessment Feedback, The Effects of Grades, Praise, and Source of Information," ETS, 2008

ILS PLEs have been and continue to be created and refined for the TK-8th grade ELA and mathematics CCSS at existing Ingenium Schools campuses. ICMS teachers implement ILS PLEs. They are creating additional PLEs to add to the shared ILS reservoir.

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, i-Ready, and Khan Academy.

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

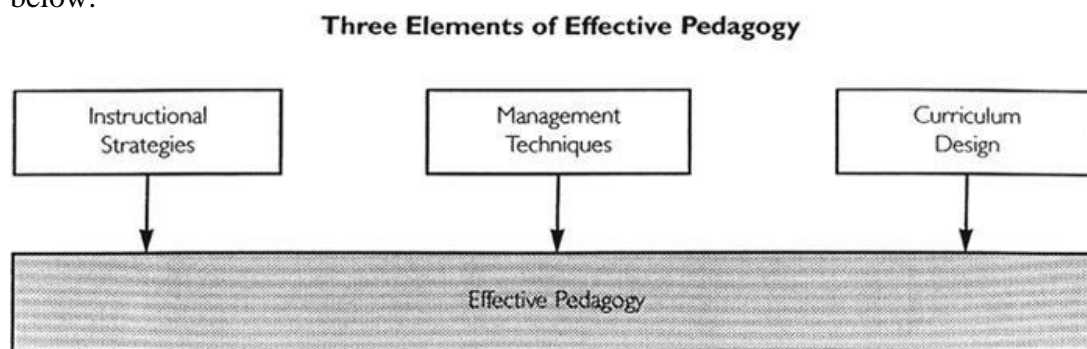
Learning progress is tracked and monitored using a variety of online tools, which include Ingenium Learning Experience Manager milestone completion entries, i-Ready assessments, and writer's workshop assessments. These results are loaded into Ingenium Schools' reporting system, which generates quarterly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

While teaching within the Profound Learning Experiences, 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 figure below lists nine categories of strategies that have a strong positive effect size on student achievement. Ingenium Charter Middle School uses all nine strategies in its classrooms.⁶

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

⁶ "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement" by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001

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:

- University of Washington Center for Educational Leadership: Researchers out of the University of Washington developed the 5 Dimensions of Teaching and Learning that clearly articulates highly-effective teaching proven by years of research out of UW. The Ingenium Teacher Capacity Matrix draws inspiration from elements of the 5D framework.⁷
- Digital Promise: Accelerating Innovation in Education's research around student motivation connects to many of Ingenium's student-centered, intrinsically motivating practices.⁸
- Project PLACE's recent research on the effects of project-based learning on high-poverty communities drives Ingenium's work with Profound Learning Experiences.⁹

Educational Program Structure and Staff

The Ingenium Charter Middle School master schedule includes time for students to be in core academic content areas: math, science, English-language arts, and social studies. Students are also placed in one physical education course and one arts course to ensure development of the whole child. Beyond this scheduling, students take part in an intervention block, called Personalized Learning Time. The intervention block places students in proper intervention courses based on data and allows students to move in and out of those courses based on progress and need. Students on- or above-level are placed in an enrichment or leadership development course.

All core courses as well as the intervention block are taught by credentialed teachers in appropriate subject areas. All teachers have EL authorization to ensure adequate integrated ELD. All English learners are placed in an English Language Development course to develop English fluency and academic English. 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 teachers and special education aides

⁷ <https://www.k-12leadership.org/content/service/5-dimensions-of-teaching-and-learning>

⁸ <http://researchmap.digitalpromise.org/topics/student-motivation/>

⁹ <https://sites.google.com/a/umich.edu/nkduke/publications/project-place-papers>

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

Ingenium Charter Middle School is fully committed to a philosophy of inclusion. ICMS 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. ICMS follows inclusion efforts and understands that general education classrooms are becoming more and more diverse and that the teacher's job is to arrange instruction that benefits all students, even though the various students may derive different benefits instruction. ICMS makes provisions to have all staff, administrators, and teachers work collaboratively in planning, instructing, and evaluating the performance of students with disabilities.

Research-Based Evidence

Research documents¹⁰ that project-based learning improves academic skills for students from high-poverty communities, especially in the areas of informational reading and social studies. Furthermore, ICMS's use of high quality feedback and intrinsic motivators rather than extrinsic motivators, grades, and empty praise connects with theories that student outcomes improve when specific descriptive feedback is given rather than grades.

Instructional practices connected with Profound Learning Experiences and articulated in the Ingenium Teacher Capacity Matrix, Ingenium's common definition of high quality teaching and learning, are based on research from Marzano, Hattie, and the University of Washington's Center for Educational Leadership. These instructional strategies feature culturally-relevant practices that aim to close the achievement gap.

ICMS uses Curriculum Associates' *Ready Common Core* and i-Ready blended learning for math instruction. An independent study completed by the Educational Research Institute of America on a Title I school in Sacramento serving a population like that at ICMS documented that the proportion of students on or above grade level increased by 160% when utilizing this curriculum.

Curriculum

The ICMS curriculum addresses all grade-level appropriate California standards (CCSS math and English-language arts, NGSS, CA Social Science, CA visual arts, ELD, and CA physical education). The core courses are reading/language arts, mathematics, science, and social studies. In addition, all students are taught physical education. Students are offered elective offerings such as visual-performing arts, graphic design, leadership, robotics and technology, and foreign language courses. ICMS continually reviews elective course offerings and adjusts to meet the interests of the student population.

¹⁰“A Review of Research on Project-Based Learning,” John W. Thomas, 2000.
<<http://www.dl.icdst.org/pdfs/files1/aac48826d9652cb154e2dbf0033376fa.pdf>>

Mathematics

According to the 2003 National Assessment of Educational Progress (NAEP), a large gap still exists in math performance between white students and Hispanic and African American students.¹¹ At the same time, the most recent TIMSS (Trends in International Mathematics and Science Study) data (2011) documents increasing overall United States math achievement in both fourth and eighth grades.¹² To continue gains made in 2011 and close the achievement gap, research must drive math instruction. As a result, ICMS uses research-based instructional methods to build students' mathematics fluency, problem-solving abilities, and ability to discuss and think like mathematicians.

In ICMS math courses, 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.

ICMS uses Curriculum Associates' *Ready Common Core* and i-Ready blended learning for math instruction. This curriculum was built from the ground up on CCSS rather than adapting older 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 i-Ready. i-Ready has a diagnostic assessment program as well as a learning component. 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 CCSS standards. Teachers monitor students' progress through lessons and are also able to utilize the diagnostic data to provide interventions and support.

Reading and Language Arts

At ICMS, staff and students understand the importance of building critical literacy skills. In English-language arts courses, the CCSS serve as the foundation for all learning. Students engage in reading, writing, listening, and speaking and are encouraged to read all types of text. At ICMS, students make the shift from reading more narrative and fiction text at younger ages to more nonfiction text as they get older and progress through the grades. They learn to consume informational text to understand bias and begin to prepare for college and career.

Ingenium Charter Middle School uses Curriculum Associates' *Ready Common Core* and i-Ready curriculum for English language arts. This curriculum was written from the ground up for Common Core and was not written as an adaptation of older state standards. The curriculum is based on recent reading research trends and utilizes an adaptive diagnostic and blended learning program to target students at their zone of proximal development to build foundational skills and strong reading habits. The curriculum integrates reading, writing, speaking, and listening. As with the mathematics curriculum, i-Ready provides a diagnostic assessment and adaptive lessons that are given at the students' current level of performance.

¹¹ "The Nation's Report Card: Mathematics 2003," National Assessment of Educational Progress, 2003.
<<https://nces.ed.gov/nationsreportcard/pubs/main2003/2005451.asp>>

¹² Mullis, I.V.S., Martin, M.O., Foy, P., & Arora, A., "TIMSS 2011 International Results in Mathematics," 2012.
<<https://timssandpirls.bc.edu/timss2011/international-results-mathematics.html>>

By working through these appropriately-paced lessons, students acquire skills more quickly and accelerate their learning.

ICMS uses Writer's Workshop to develop students into confident writers. This curriculum comes from Lucy Calkins' *Units of Study* and supports students to write in all genres.

Science

The Ingenium Charter Middle 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 middle school curriculum. It nurtures a lifelong fascination with the natural world in all our students.

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

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

- The Standards for the Investigation and Experimentation strand are infused within the content.
- Students learn science by direct instruction and by reading the Prentice Hall California Focus on Earth, Life, and Physical Science textbooks and supplemental materials.
- Each lesson involves all students in hands-on investigations.
- Science assessments measure both content and process — what all students should know and should be able to do — and do so in a variety of contexts.

Social Studies

The goals of the California History/Social Science Framework 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.

Inherent in Ingenium Charter Middle School's design is a highly collaborative environment for staff, teachers, all students, and parents. This design promotes cross-grade level articulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals. Students use the TCI *History Alive* curriculum.

The communities in which all our students live and that surround our schools are a rich resource and have vast and colorful histories that all our students will become aware of. All our students will begin to discover the connections to and the relationships between our community and the larger societies. All our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at Ingenium Charter Middle School 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 distinguish the important from the unimportant, 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.

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

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

Visual and Performing Arts

Ingenium Charter Middle School offers a visual and performing arts program aligned with the national and state learning standards. These standards recommend that all students be able to:

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

The Ingenium Charter Middle School visual/performing arts program supports and extends learning experiences for all students in basic literacy and advance skills in language arts, math, science, and history-social science. The arts program 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 Middle School recognizes the “arts” program as an essential learning dimension to excellent teaching and

learning. The arts program celebrates cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, all students at Ingenium Charter Middle School participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. These culminating activities are interdisciplinary in nature and are created by grade level teams. These projects are modeled after the performance tasks on the Smarter Balanced Assessments (SBA) and are assessed on the rubrics created by the Smarter Balanced Assessment Consortium (SBAC). This project allows all students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.)

English Language Development

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

Students receive designated ELD instruction in a separate class designed specifically to develop a deeper understanding of the structure of the English language and accelerate language acquisition. ELD teachers utilize data from students' California English Language Development Test (CELDT) assessments to plan targeted lessons to support areas of need.

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

Physical Education

The ICMS 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 seventh grade students prepare for the presidential fitness exam and students learn how to build up stamina, strength, and flexibility. A key component of the ICMS 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 lifeline health.

Course List

Core Academic Scope and Sequence, Grades 6-8:

Grade	English Language Arts	Social Studies	Mathematics	Science	Physical Education
6	6 th Grade CCSS <i>Text: Ready Common Core, Units of Study for Teaching Writing</i>	World History and Geography: Ancient Civilizations <i>Text: History Alive, Units of Study for Teaching Writing</i>	6 th Grade CCSS <i>Text: Ready Common Core</i>	Earth Science (NGSS) <i>Text: STEMSc opes</i>	6 th Grade Physical Education
7	7 th Grade CCSS <i>Text: Ready Common Core, Units of Study for Teaching Writing</i>	World History and Geography: Medieval and Early Modern Times <i>Text: History Alive, Units of Study for Teaching Writing</i>	7 th Grade CCSS <i>Text: Ready Common Core</i>	Life Science (NGSS) <i>Text: STEMSc opes</i>	7 th Grade Physical Education
8	8 th Grade CCSS <i>Text: Ready Common Core, Units of Study for Teaching Writing</i>	U.S. History and Geography: Growth and Conflict <i>Text: History Alive, Units of Study for Teaching Writing</i>	8 th Grade CCSS <i>Text: Ready Common Core</i>	Physical Science (NGSS) <i>Text: STEMSc opes</i>	8 th Grade Physical Education

All students are enrolled in these core courses. ICMS reserves the right to adjust the texts/instructional materials for these courses.

Supplemental Academic Courses, Grades 6-8, based on student need, choice, or interest*

Grade	Course	Student Population	Text/Instructional Materials
6-8	Designated English Language Development	English Learners	Varies: ELPAC-aligned tasks, leveled guided reading, <i>Inside ELD Curriculum</i>
6-8	Visual Arts	Available to all students	Teacher-created curriculum based on arts content standards

ICMS reserves the right to adjust course offerings, with the assurance that English Language Development courses will be provided appropriately.

Instructional Methods and Strategies

Ingenium Charter Middle School operationally defines high-quality teaching and learning 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.
- **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 Ingenium Teacher Capacity Matrix (ITCM) describes in detail what effective teaching and learning at Ingenium looks like:

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 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 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.
	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 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 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-Ingenuity 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 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 ICMS, one of the main instructional methods is to utilize data to provide targeted support to students.

Another key instructional strategy that is 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 will promote positive social development, responsibility, and academic interaction. Flexible learning strategies incorporate a variety of student grouping, as seen in the chart below:

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.

Addressing the California Standards (Common Core State Standards)

Ingenium Charter Middle School's 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 pursuant to Education Code §60605 by the following processes:

- The California Standards (CCSS, NGSS, and CA frameworks for other subjects) form the basis 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.
- The student portfolio will contain each student's progress and plan for improving. The portfolio contains student PDSA sheets, progress tracking documents, and evidence that students have attained their aims. Students and teachers track student learning through portfolios and assessments. Together, they ensure students are on track for mastering the grade level learning content.
- Overall data trends are evaluated at every level 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 in all content areas review the California Content Standards and the Common Core State Standards and refine the vista (scope and sequence) of standards for the year.
- All reporting is grounded in the standards. Student progress on standards is reported in relationship to a pacing guide for the year and a comparison to the class on the California Content Standards and the Common Core State Standards for their grade level. All assignments, assessments, and projects are standards-based and all students continue to focus on their aims for mastering the standards throughout the school year.
- All internal benchmarks are aligned to the California Standards.

Technology Education

Ingenium Charter Middle School has one Chromebook cart for every two classrooms; each cart has thirty Chromebooks, enough for all the students in any single class. This allows teachers to incorporate technology into their lessons to provide engaging learning experiences. Students use their Chromebooks in whole group settings, small group 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 walk them through the use of iMovie. This program is used to create more advanced presentations than the typical slide show. Here, students are able to record videos, edit them, provide voice over, and accent with music, text, and other features.

Each student is given their own 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 i-Ready.

i-Ready assessments are administered online at the end of every quarter to determine student placement for intervention classes. i-Ready 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, we administer SBAC interim assessments that are similar to the SBAC; teachers formally start their assessments in the same format as the interim assessments, so students are exposed to the format. An SBAC interim assessment is administered at end of Fall to assess students' learning levels and aid with student placement. This initial assessment also helps teachers determine what standards need to be taught. Students take an SBAC interim assessment block every three weeks in the Spring semester, increasing their exposure to computer-based assessment.

i-Ready assessments are administered at the end of every quarter determining student placement for intervention classes.

Innovative Curricular Components

Profound Learning Experiences and Student-Centered Learning Strategies

Aim of practice and measuring effectiveness

The aims of Profound Learning Experiences and student-centered learning strategies are to increase rigor and cognitive engagement. These are measured by student achievement (both internal measures of students mastering standards as well as achievement on state testing) and student engagement (measured through attendance and qualitative student surveys).

Practice description

The profound learning experiences are based on Project Based Learning (PBL) and expand upon the high cognitive engagement described in the original ICMS charter petition.

Every instance in a classroom where students are exposed to new knowledge is, to some degree, a learning experience. However, ICMS teachers are developing Profound Learning Experiences to make the learning experiences more effective.

A Profound Learning Experience is experiential. The experience guides the learner through steps in the process that helps the learning be student-run and student-centered. The experience scaffolds the learner from basic information to higher levels of thinking. PLEs are tied directly to Common Core State Standards and are often inter-disciplinary. PLEs are enticing, intriguing, fun, challenging, and meaningful.

A learning experience becomes profound when it:

- Causes deep thinking.
- Is experiential.
- Is interdisciplinary.
- Allows a high degree of choice for the learner.
- Causes the learner to create new ideas and applications.
- Has an emotional attachment.
- Has a high level of personal meaning and challenge.
- Provides autonomy to the learner over pace and assessment.
- Encourages a high degree of cooperation and feedback.

- Is supported with resources, coaching, process, management, and time.

A profound learning experience has a few key components.

- The capacity matrix outlines learning that occurs during the PLE and allows for students to reflect on their learning to guide next steps.
- A flowchart that allows learners to own the learning process. Often the flowchart outlines what a student completes and what the teacher completes.
- Students can use a Gantt chart to plan out their timing or completion of each piece of the PLE.
- Students and teachers work together to create quality criteria to operationally define high-quality work.
- Teachers create interactive, collaborative activities as part of PLEs such as student-led vocabulary work and student to student feedback to increase cognitive engagement. Students have choices in how to present learning and analyze work.
- Bone diagrams are used to give feedback and improve work. Students use this tool to analyze current work and plan desired work. They identify driving and preventing forces and how they can overcome these forces to achieve higher quality work.

Intervention and enrichment programs

ICMS is always striving to provide students the best access to education possible. After analyzing data, ICMS realized that there is a need to improve both math and ELA content mastery for all grade levels. Therefore, ICMS includes intervention classes during the school day four days a week in both math and ELA to students who have been identified as performing below grade level. Students are grouped with other students at their performance level and instruction is provided through centers in the classroom. Intervention classes are small: no more than twenty students/class. During these classes, other students are in art or life skills classes in sixth and seventh grades or yearbook, leadership, medical science, or art classes in eighth grade. These intervention courses use a separate, teacher-created curriculum tailored to meet the Lexile needs of the students in the ELA intervention course and math ability for students in the math intervention classes. There are separate, non-consumable materials that are used to supplement direct instruction taking place during these courses. Students are assessed every quarter to ensure appropriate placement.

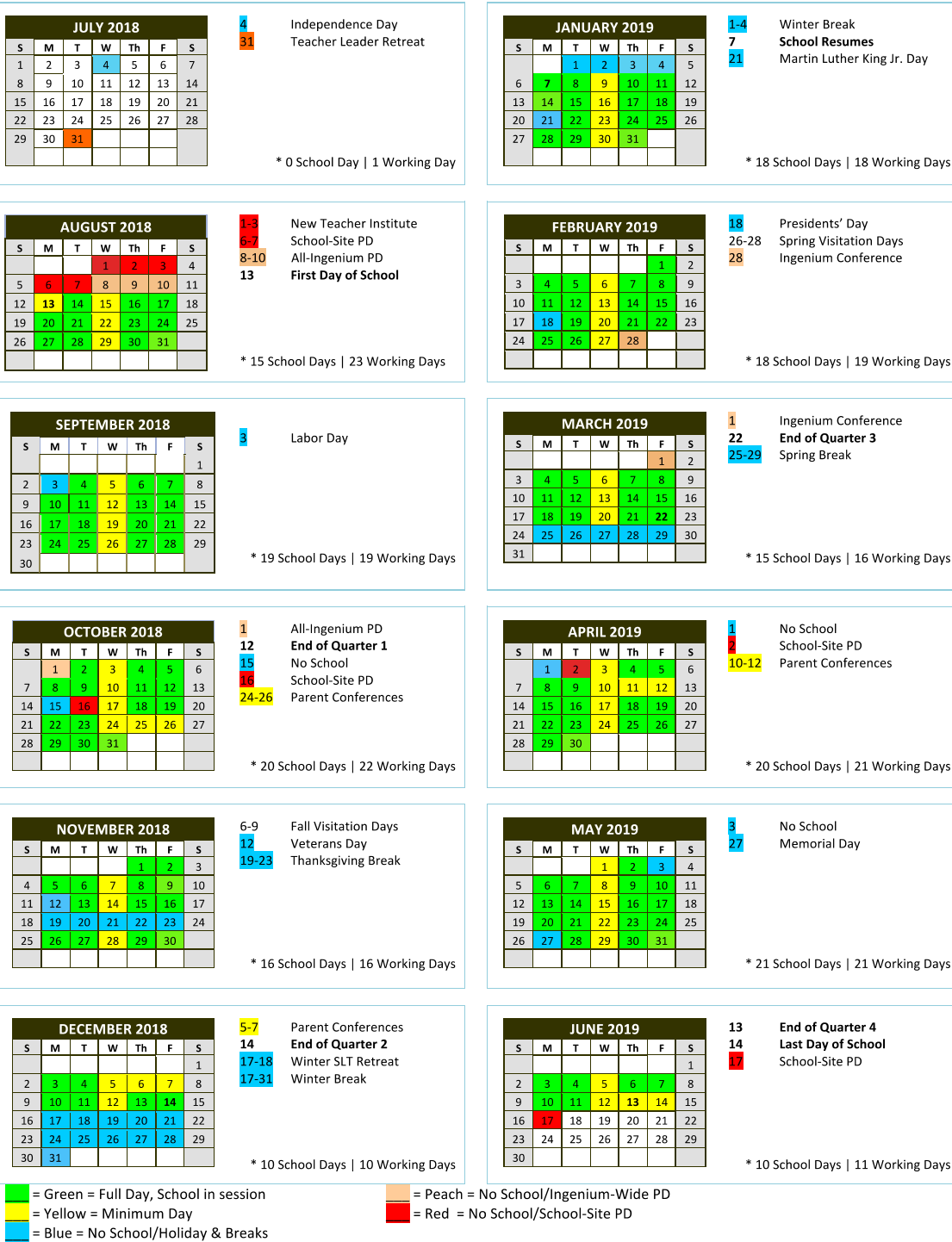
Academic Calendar and Instructional Time

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

Academic Calendar for First Year of Charter Term

Ingenium Charter Middle School ♦ 2018-2019 Calendar

7330 Winnetka Avenue, Winnetka, CA 91306 | Phone: 818-309-2777 | Fax: 818-309-2779 | www.ingeniumcharters.org
182 School Days | 197 Working Days



Bell Schedule

The Ingenium Charter Middle School day begins at 8:15 AM and ends at 3:20 PM except on Wednesdays, when the school day ends at 1:15 PM in order to provide an hour and a half for professional development and teacher collaboration.

Regular Day

Period(s)	6th Graders	Period(s)	7th/8th Graders
Personalized Learning Time	8:15-8:30(15)	PLT	8:15-8:30(15)
1	8:35-9:30(55)	1	8:35-9:30(55)
2	9:35-10:30(55)	2	9:35-10:30(55)
Break	10:30-10:40(10)	3	10:35-11:30(55)
3	10:45-11:40(55)	Break	11:30-11:40(10)
Lunch	11:40-12:20(40)	4	11:45-12:40(55)
4	12:25-1:20(55)	Lunch	12:40-1:20(40)
5	1:25-2:20(55)	5	1:25-2:20(55)
6	2:25-3:20(55)	6	2:25-3:20(55)

Minimum Day

Period(s)	6th Graders	Period(s)	7th/8th Graders
1	8:15-8:55(40)	1	8:15-8:55(40)
2	9:01-9:41(40)	2	9:01-9:41(40)
3	9:47-10:27(40)	3	9:47-10:27(40)
Lunch	10:27-10:57(30)	4	10:33-11:13(40)
4	11:03-11:43(40)	Lunch	11:13-11:43(30)
5	11:49-12:29(40)	5	11:49-12:29(40)
6	12:35-1:15(40)	6	12:35-1:15(40)

Instructional time is as follows:

300

(1 day) 300

10,500

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-
1	No									0	50400	0	-
2	No									0	50400	0	-
3	No									0	50400	0	-
4	No									0	54000	0	-
5	No									0	54000	0	-
6	Yes	135	345	47	240					182	54000	57855	3855
7	Yes	135	345	47	240					182	54000	57855	3855
8	Yes	135	345	47	240					182	54000	57855	3855
9	No									0	64800	0	-
10	No									0	64800	0	-
11	No									0	64800	0	-
12	No									0	64800	0	-

The Ingenium Charter Middle School attendance accounting system will meet the requirements of Los Angeles Unified School District and CDE. Ingenium Charter Middle School will comply with Education Code §47612.5 regarding the required number of minutes of instruction for grades four through eight, 54,000. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy; for example: having a parent conference, detention, or restriction from participating in school activities such as sports, field trips, etc.

Professional Development

Teacher Recruitment

ICMS begins its faculty recruitment effort in February. It advertises its openings at local university training programs that specialize in producing qualified teachers, including UCLA, USC, California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, Claremont Graduate University, and Mount St. Mary's College. It also advertises on EdJoin and the California Charter School Association's (CCSA) placement service.

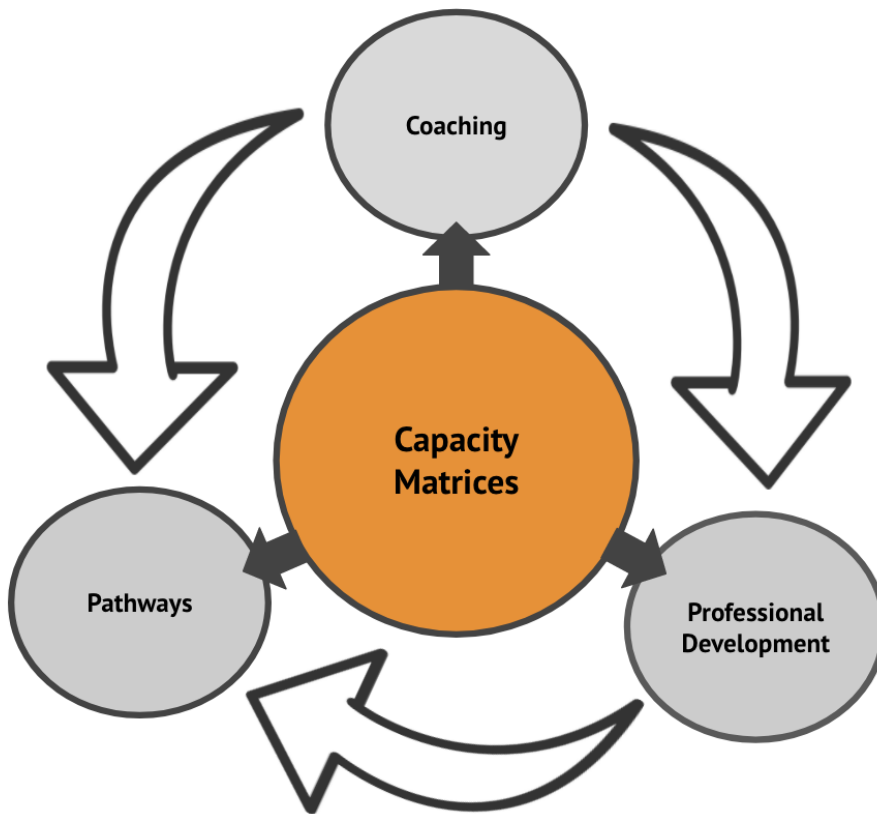
The hiring process includes interviewing and collecting the following documents from applicants: résumés, CBEST results, certified and sealed college transcripts, references, records of experiences, credentials, licenses, and verification of previous employment.

The Office Manager will complete a "Teacher Requirements Form" (or similar District-required form) and verify the critical elements in it (credential, degrees, and examination results, as relevant). In order to qualify for interviews, candidates must document SDAIE training and CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants go through a series of interviews and performance tasks to ensure they are a match for Ingenium Schools and ICMS. Candidates must be aligned to the mission and vision of ICMS and have a passion for serving the unique student population at ICMS. Teacher candidates are asked to teach demonstration classes for observation by hiring team members; these observations are considered using the Ingenium Teacher Capacity Matrix. Top candidates are sent invitations to join the ICMS faculty at the end of the process and, if they accept the invitation, are sent an employment agreement to complete. All potential teachers are screened to ensure compliance with Ed Code §§ 47605(b)(5)(F) and 44237 at the Ingenium Schools' central office.

Ongoing Professional Development

Professional development is one aspect of the Ingenium Teacher Development System.



Professional development is connected to the professional aims that teachers establish in their coaching and 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 students, especially high-need students and subgroups. Teacher quality is the number one factor in student achievement, and through a robust professional development plan and overall teacher development system, ICMS teachers are equipped to deliver the educational program and support student achievement.

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

1. **Ingenium-Wide Professional Development:** This professional development is provided by the Ingenium Schools organization and provides an opportunity for teachers to learn about the Ingenium Praxis, develop on the Ingenium Teacher Capacity Matrix, and collaborate to develop instructional practices with other teachers.
2. **ICMS Professional Development:** This school-site professional development is planned and implemented by ICMS administrators and teacher leaders. A tool called an “NGT” (Nominal Group Technique) has been used as a way for teachers to request and prioritize professional development needs. ICMS 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.

3. **ICMS Teacher-Facilitated Collaboration Teams:** Teachers meet on grade level teams 1-2 times per month to examine student data using the ATLAS: Looking at Data protocol (from the School Reform Initiative), collaboratively work to achieve professional aims, or co-plan interdisciplinary Profound Learning Experiences.
4. **External Professional Development:** Ingenium has a process in place for teachers to request to attend professional development or conferences outside of Ingenium Schools. Teachers thus far have attended Cognitive Coaching, Arts Planning, and Digital Library trainings and conferences.
5. **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.

2018-2019 School Year Professional Development

Ingenium Charter Middle School has an early release day every Wednesday to enable teacher collaboration and professional development. Generally, two weeks per month are dedicated to formal professional development offerings. One to two weeks per month are dedicated to grade level collaboration time and, at times, one week a month is dedicated to a special external presenter (from the Ingenium home office or external provider).

June 19 – June 29th, 2018: Optional summer enrichment professional development on Profound Learning Experiences and guided planning time. Teachers who do not choose to attend this professional development can access the print materials, coaching, or webinars related to content at differentiated professional development throughout the school year.

July 31st: Teacher Leader Retreat: During this retreat, ICMS teacher leaders (mentor teachers, lab classroom teachers, and instructional technology gurus) meet with other teacher leaders from across Ingenium to collaborate and build leadership skills that will impact student achievement and teacher practice at the site. Ultimately, these teacher leaders plan and facilitate many other professional development sessions throughout the year.

August 2nd-3rd: New Teacher Institute: All new ICMS teachers attend a new teacher institute to learn about the Ingenium Learning System and the Ingenium Praxis. Teachers watch videos, discuss, and learn about the practices they will implement in their classrooms, such as Profound Learning Experiences, quality tools to gather student input and create a student-centered culture.

August 6th – 7th: All-Ingenium Professional Development:

Strengthening instructional practices with Profound Learning Experiences; trauma-informed practices and supporting students with adverse childhood experiences; curriculum training (STEMscopes, Ready Common Core/i-Ready); writer's workshop approach; differentiated and choice sessions led by teacher leaders and external experts; Ingenium grading philosophy; and use of the Learning Experience Manager online platform.

August 8th – 10th: Ingenium Charter Middle School Site Days: Systems and processes at ICMS and in the classrooms, students with special needs and the inclusion model, English language

development – standards, tracking, and GLAD strategies for instruction, classroom culture, and planning Ingenium culture week

August School Site PD Topics:

- **Serving Special Populations:** Serving students with special needs: IEP snapshots and accommodations and inclusive practices– session 1
- **Ingenium Teacher Capacity Matrix** Domain 2: Culture and Classroom Environment: Restorative justice and using huddles to build culture
- **Ingenium Learning System:** Student ownership, capacity matrices, and portfolios.
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

September School Site PD Topics:

- **Serving Special Populations:** EL Progress Monitoring, EL Standards, and GLAD strategies in the classroom – session 1 (ITCM connection to P1)
- **Ingenium Teacher Capacity Matrix** Domain 1: Purpose for Learning and 2: Assessment: Using data to establish learning purpose and design profound instruction
- **Data-Driven Instruction:** ATLAS protocol to examine data – teachers learn how to analyze and unpack pre-assessment data. (ITCM connection to P1, A1)
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

October 1, 2018: All-Ingenium fall PD: Teachers meet to collaborate on interdisciplinary Profound Learning Experiences. Teachers, site leaders, and home office coaches lead differentiated choice sessions in the afternoon.

October School Site PD Topics:

- **Serving Special Populations:** Serving students with special needs: IEP snapshots and accommodations and inclusive practices– session 2
- **Ingenium Teacher Capacity Matrix** Domain 4: Instruction: Key instructional strategies for student engagement
- **Ingenium Learning System:** Student-led conferences. Student ownership
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

November School Site PD Topics:

- **Serving Special Populations:** EL Progress Monitoring, EL Standards, and GLAD strategies in the classroom – session 2
- **Data-Driven Instruction:** ATLAS protocol to examine data – teachers analyze and unpack fall data.
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

December School Site PD Topics:

- **Serving Special Populations:** Serving students with special needs: IEP snapshots and accommodations and inclusive practices– session 3
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

January School Site PD Topics:

- **Serving Special Populations:** EL Progress Monitoring, EL Standards, and GLAD strategies in the classroom – session 3
- **Ingenium Learning System:** Profound learning experiences
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

February School Site PD Topics:

- **Serving Special Populations:** Serving students with special needs: IEP snapshots and accommodations and inclusive practices– session 4
- **Data-driven Instruction:** ATLAS protocol to examine data – teachers analyze and unpack fall data.
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

February 28th and March 1st: Ingenium Conference

Teachers present strategies and student data and outcomes from their classroom to peers and lead adult learning experiences to help each other grow professionally. External prominent keynote speakers present.

March School Site PD Topics:

- **Serving Special Populations:** EL Progress Monitoring, EL Standards, and GLAD strategies in the classroom – session 4
- **Ingenium Learning System:** Intrinsic motivation in the spring and using the PDSA process.
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix.

April School Site PD Topics:

- **Serving Special Populations:** Serving students with special needs: IEP snapshots and accommodations and inclusive practices– session 5
- **Ingenium Learning System:** Refining Profound Learning Experiences for the upcoming year.
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix
- **Assessment:** Training for upcoming state testing.

May School Site PD Topics:

- **Serving Special Populations:** EL Progress Monitoring, EL Standards, and GLAD strategies in the classroom – session 4
- **Ingenium Learning System**
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix

June School Site PD Topics:

- **Data-driven Instruction:** ATLAS protocol to examine data – teachers analyze and unpack final diagnostic data.
- **Teacher prioritized NGT topics:** Differentiated sessions based on teachers' aims, grounded in the Ingenium Teacher Capacity Matrix.

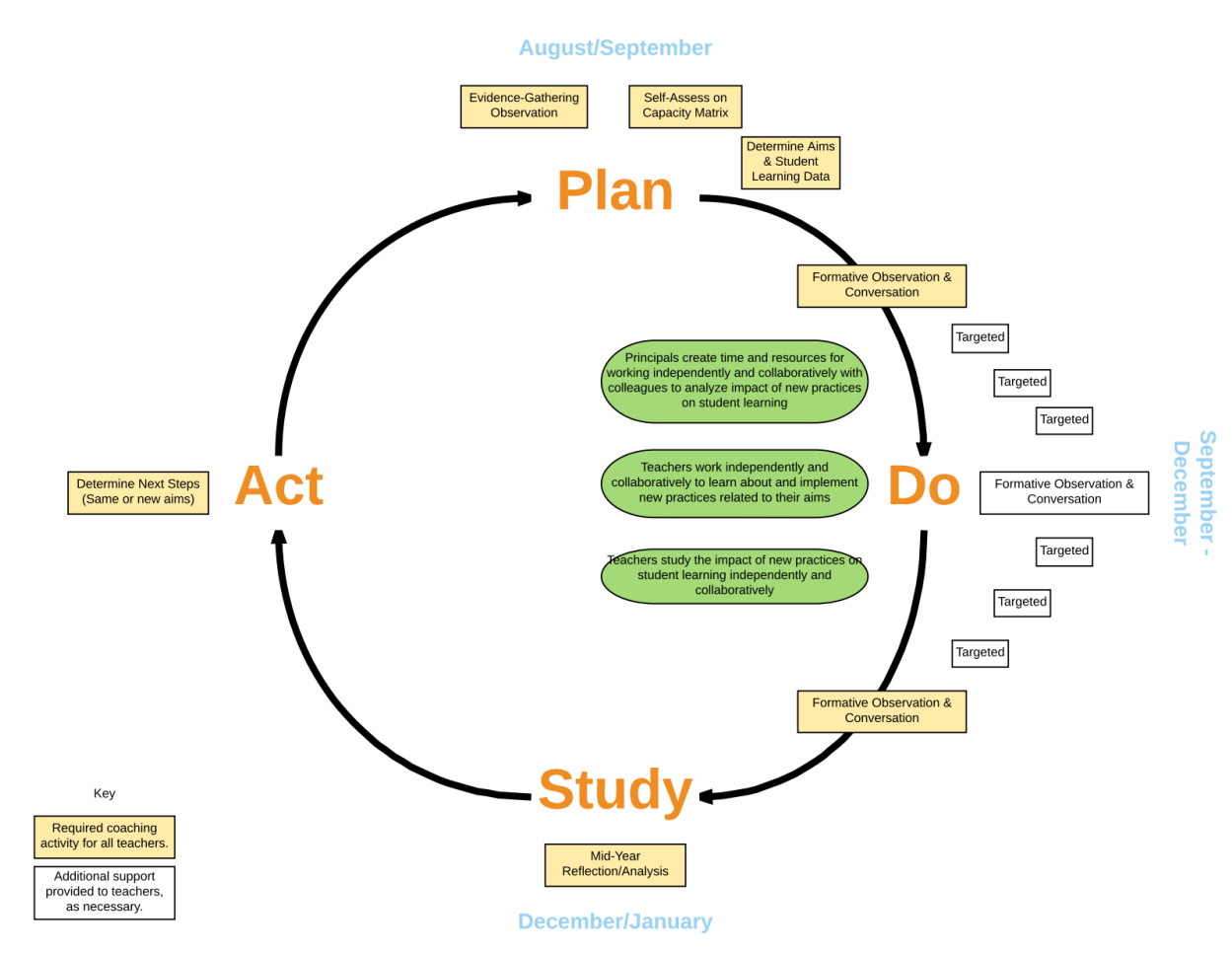
Professional development at ICMS is centered on the aims that teachers set through instructional coaching. Each teacher receives extensive instructional coaching from the ICMS principal, following these guiding theories:

If...

- We support teachers in developing aims and targets that are meaningful to them, grounded in the Ingenium Teacher Capacity Matrix, and explicitly connected to school and organizational aims
- We create clear implementation intentions for teacher actions and principal/coach support
- Feedback is targeted, timely, evidence-based, and actionable
- We drive out fear by focusing on development, rather than rating or evaluating.

...then learning will continually improve.

The graphic below shows the trajectory of a coaching cycle. Teachers and principals go through 2-3 coaching cycles throughout each academic year.



Meeting the Needs of English Learners

The ultimate goal of the ICMS's English language development (ELD) program is to effectively develop English language proficiency in each English learner (EL) so that students experience academic success comparable to native English speakers. ICMS aims for all EL's to acquire English proficiency in listening, speaking, reading and writing that will allow full participation in the mainstream classroom.

Ingenium Schools has its own English Learner Master Plan that ICMS utilizes. The purpose of the Master Plan for English Learners is to serve as a guide in the ongoing development, implementation, and assessment of programs for English learners. In this context, English learners will receive consistent, high-quality services designed to meet their academic and linguistic needs.

The main goals of the English Learner Program are both to develop fluency of the English language and master the core curriculum comparable to native English speakers. Ingenium Schools must ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, Ingenium Schools will:

- Provide all students with the opportunity to participate in rigorous academic activities using high-quality curricular materials that address grade level academic standards.
- Offer programs based on research-driven educational pedagogy.
- Provide for and honor parent choice in program placement.
- Provide ongoing, high-quality staff professional development and coaching.
- Embrace parent involvement in the educational process.
- Provide a process for monitoring the effectiveness of the program.

Ingenium Schools is committed to developing English learners' academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to fluent English proficient.

Process for Identifying English learners

Home Language Survey

At the time of enrollment, all parents fill out a Home Language Survey (HLS). The HLS is used to determine the primary language of the student and is on file for each student at the school site in the cumulative folder. 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 the first three responses on the HLS indicate a language other than English, the student is assessed within 30 days of enrollment in the areas of listening, speaking, reading, and writing via state testing, the ELPAC. The results of these assessments enable site personnel to determine the English language proficiency level of the student.

For students who are transferring from a California school, the HLS shall not be administered. 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. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency through the ELPAC as explained below. *Upon the receipt of student transfer records, the student's language status as determined by the originating school shall be honored.*

ELPAC Testing

Beginning in the spring of 2018, English learners will be assessed using the English Language Proficiency Assessments for California (ELPAC) to determine students' English proficiency in four domains: speaking, listening, reading, and writing. The ELPAC is aligned to the 2012 California English Language Development Standards. English learners who are newcomers to the state or country will take the ELPAC Initial Assessment in the fall. All English learners will take the annual ELPAC between February 1 and May 31 each year to measure progress.

ELPAC Performance Level Descriptor ¹³ Overall Score	
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. This performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. This performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 CA ELD Standards.

ICMS will notify all parents of ICMS's responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher.

Educational Program for English Language Acquisition

Program Options

Notification of Programs and Waiver Option

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 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

¹³ From CDE ELPAC Website < <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp> >

program option availability. The Student's Individual Education Program (IEP) determines placement of each Special Education student, regardless of language proficiency.

Ingenium Schools provides three program options for English learners. Students are currently placed in Option 1 and Option 2. No students are currently placed in Option 3, but this will be an opportunity provided in the English Learner Master Plan over the term of the charter.

Option 1 - Structured English Immersion (SEI):

This instructional model 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. SEI's aim 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 structured English immersion (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 EL students (overall ELPAC levels 1-2) in SEI receive daily designated ELD instruction at their overall CELDT level for a minimum of 55 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.

Under California Education Code 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 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.
- All English learners receive daily designated ELD instruction at each student's specific level of proficiency by an appropriately certified teacher (CTEL/CLAD/BCLAD).

Option 2 - 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. 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 an SEI. 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) 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 CELDT 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 a 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).

Option 3- 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. 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 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.

The ICMS principal will be responsible for monitoring English Learner progress on multiple measures. When, according to ongoing assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support during the school day that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the on-going assessments. The academic interventions available will vary based on available resources in personnel, funding, space, materials, and identified needs.

Use of CELDT/ELPAC

At ICMS, the results of the ELPAC are utilized for student placement into the program and for addressing student needs.

California law governing programs for English learners require that all English learners be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. (An exception can be special education where an IEP team determines placement.)

Placement for students in the Ingenium Schools with reasonable English language fluency is:

ELPAC Overall Score	Performance Level Description	Proficiency Level	ELD Program Placement
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills.	Emerging	Structured English Immersion
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills.	Low- to mid-range of Expanding	Structured English Immersion/ Mainstream English

ELPAC Overall Score	Performance Level Description	Proficiency Level	ELD Program Placement
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills.	Upper range of Expanding to lower range of Bridging	Mainstream English
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) English skills.	Bridging	Mainstream English

Students ELPAC scores are entered into PowerSchool and teachers can access to understand students' language needs.

Teachers receive ongoing training to understand the ELPAC. They are learning to unpack the test item types in order to plan instruction to address the language skills assessed on the ELPAC. As students transition to take the ELPAC, their data will also be entered into PowerSchool for teachers to use to understand students' needs.

Providing English Learners Access to Full Curriculum

ICMS uses Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program. Furthermore, beginning in the fall of 2017, all teachers are learning GLAD (guided language acquisition) strategies to support both integrated and designated ELD.

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.

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.

ICMS provides staff development, provided by our ELD coach, to all teachers in the specialized needs of English learners and strategies that will support them. Teachers will continue to

receive training and support in the effective implementation of techniques such as SDAIE by our ELD coach as well as by attending outside conferences with an emphasis on English learners through CSUN and UCLA. Teachers will also observe model lessons and receive feedback on their implementation of new techniques by ICMS' ELD coach.

Some strategies that will be used to support ELs in developing English language proficiency are:

- Realia (real objects and materials)
- Visuals and Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia, presentations, storyBoards, and story maps, study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn diagrams, and webs)
- Planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups, and student-generated writing based on personal experience)

Annual Program Evaluation

Program Implementation and Monitoring

In order to ensure that English Learners are receiving a program of instruction in accord with parent choice and Ingenium design, Ingenium Schools conducts regular observations of classroom instruction. These observations are intended to result in consistent program implementation across individual school sites as well as provide support and coaching to teachers. Ingenium Schools staff from the Instructional department train all school leaders in the following areas:

- Designated and Integrated ELD
- ELD, GLAD, and SDAIE strategies
- Differentiated instruction
- Ingenium designs for SEI, Mainstream, and Alternative programs (If needed)

The ICMS 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 New 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, ELD coach, and Director of Curriculum and Instruction.

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

Program Evaluation and Modification

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Ingenium Schools provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the academic content and performance standards.

Through the Ingenium Schools assessment program, the assessment 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, Ingenium Schools 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, Assistant Superintendent, and Principals. In collaboration, this team studies the data and makes plans for improvement. This data and future plans which are then shared with the local Board of Trustees and ELAC/DELAC members.

Ingenium Schools annually determines the number and percentage of English Learners reclassified to fluent English proficient (RFEP) when updating CALPADS for each certification. The CALPADS certification includes the count of EL, IFEP, and RFEP students during the calendar year.

Reclassification Procedures

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) 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 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, teachers and administrators will provide ongoing monitoring.

The State Board of Education's Reclassification Guidelines serve as the foundation for Ingenium Schools criteria. Minimum scores required for each of the reclassification criteria are:

	6 th -8 th Grades
Criteria 1: Assessment of English Language Proficiency (ELPAC Test Results)	ELPAC Overall score of 4*
Criteria 2: Assessment of Basic Skills <ul style="list-style-type: none"> • iReady • (Choice to utilize CAASPP ELA Score (Gr. 4-8)) 	Within one grade level or above grade level on iReady reading benchmark assessment. OR Meeting or exceeding the standard (level 3 or 4) on CAASPP English Language Arts A student's score on the CAASPP for English Language Arts
Criteria 3: Teacher Evaluation	Student classroom performance is on-par with the performance of the rest of the class (Comparison of 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.
Criteria 4: Parent Opinion and Consultation	Parent Consultation and Notification of Reclassification Letter

*Note: Reclassification criteria may be updated after the November 2017 California Board of Education meeting when state recommendations are approved.

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, 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 English Learner Reclassification Tracking Form (ELRTF) and through a student portfolio.

Ingenium Schools uses two 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 English Learner Reclassification Tracking Form (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 2 or 3 are not met at Checkpoint 2, a more intensive intervention process, such as convening a SST 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.

The articulated process is shown on the deployment flowchart below:

**Reclassification Process
(EL to RFEP)**

Process Title:



DOCUMENT

CMO.PRO.ReclassificationELPAC

Dir.
Curriculum
and
Instruction

Owner

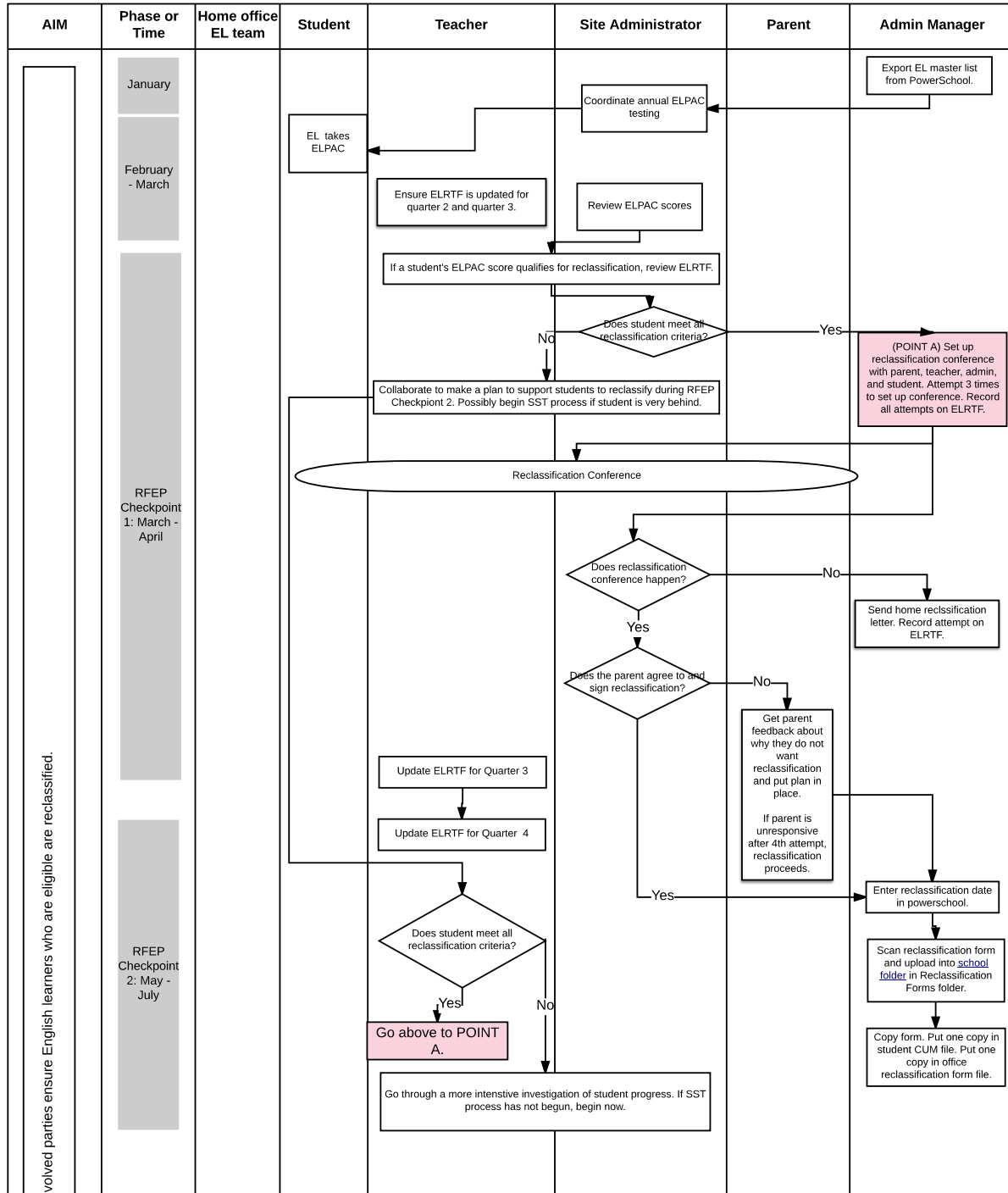
Approved Date 10/10/17

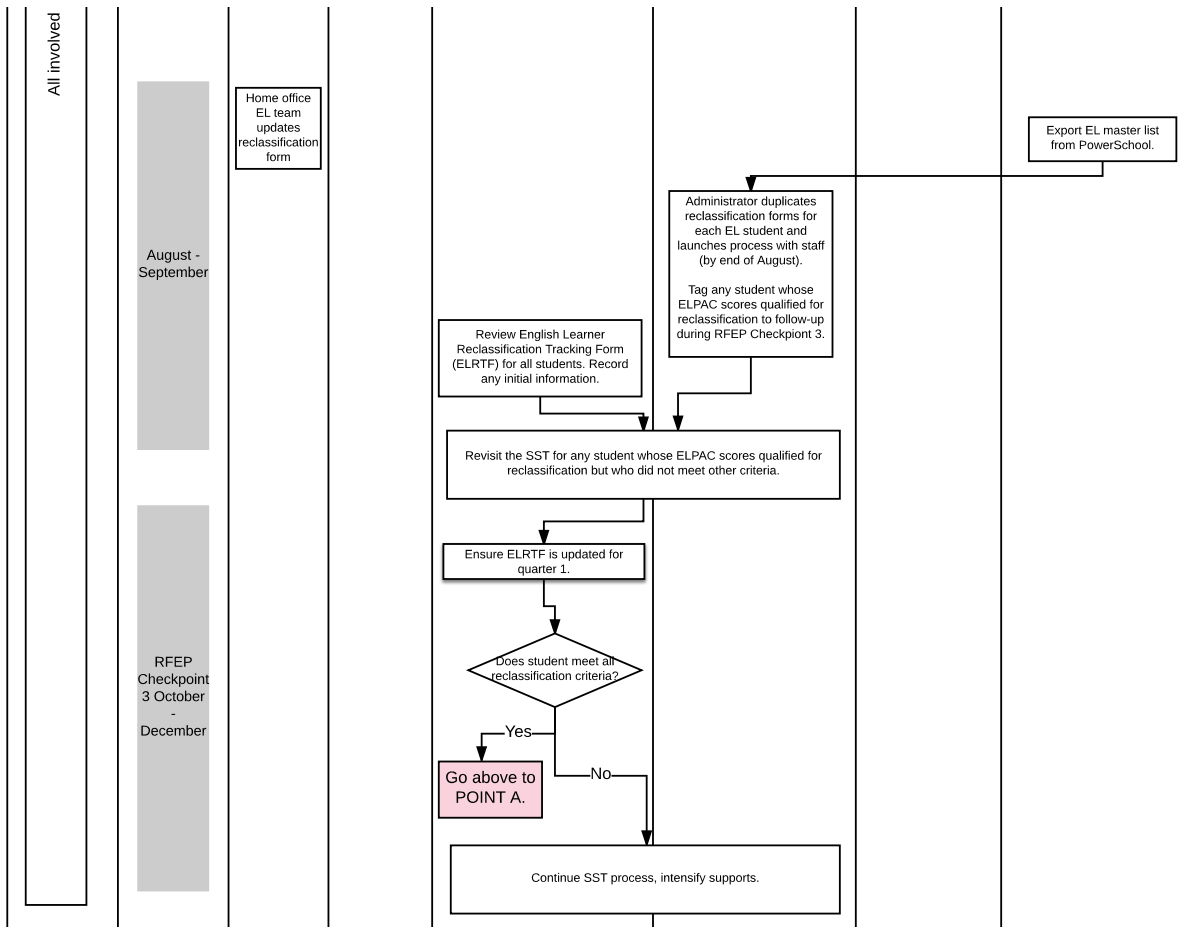
Supersedes

CMO.PRO.
Reclassification
CELDT

This process articulates how to reclassify a student from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) and how to document all necessary paperwork.

Cast of Characters





Monitoring Progress of ELs and RFEP Students

EL Progress Monitoring

ICMS 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. Teachers 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.

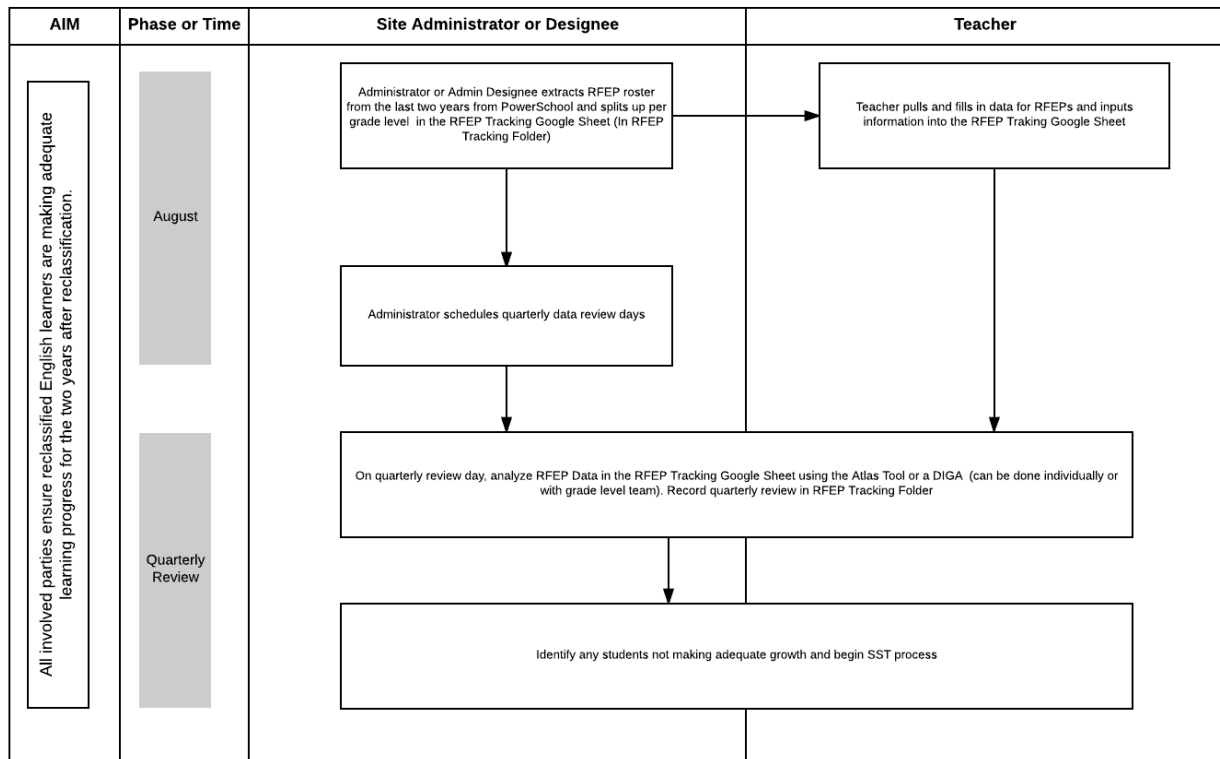
RFEP Monitoring

Title III requires that reclassified students be monitored for a period of at least two years following reclassification. The administration must supervise the process of monitoring reclassified students. School staff will use the CAASPP , multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than 24 months 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.

Ingenium Schools uses the following process for monitoring RFEP students:

Meet all compliance requirements for progress monitoring for reclassified English learners. Ensure reclassified English learners are making adequate progress in the two years following reclassification.

Cast of Characters



Monitoring Progress and Effectiveness of Supports for LTELs

LTELs are monitored as all English learners are (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, ICMS will initiate the Student Success Team (SST) 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, parents, and site administrators, will determine specific interventions to implement in all classes to support student learning. These interventions might be more extensive use of Guided Language Acquisition Design (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 SST 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 at data according to subgroups, specifically examining the progress and needs of LTELs and students who are at risk.

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

Identifying GATE Students

To identify GATE students, ICMS will accept a designation by the District or another school district.

ICMS will assess referred students using district criteria for GATE assessment, determination, and eligibility. Students may be referred for GATE testing by a parent, teacher, or administrator. Parent approval for testing is secured prior to test administration. District criteria is used to determine if a student qualifies as GATE.

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. 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.¹⁴ 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.
- 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 sub-group to make sure that they are being adequately challenged and their needs are being met. Families of students with GATE eligibility will be informed of student progress at regular reporting intervals.

Plan for Students Who are Academically Low Achieving

Ingenium Charter Middle School makes use of formative assessments to appropriately identify student academic levels in English language arts and mathematics. ICMS begins its academic year by assessing its students using i-Ready, an in-house assessment, to determine the

¹⁴ Betts & Neihart, 1986; Feldhusen, Van Tassel-Baska, & Seely, 1989

academic standing of each student. After all students have completed the assessment, students performing below grade level are placed in either math, ELA, or ELD intervention courses. Students demonstrating grade-level academic mastery are given the opportunity to take other elective courses, depending upon availability. Elective courses currently offered include leadership, yearbook, and art.

Students scoring below grade level are grouped with like pupils in intervention classes. These groupings enable teachers to provide targeted, timely, and relevant academic development to students. During these enrichment courses, teachers rotate from one group to another; each group works to close identified learning gaps by working on specific skills and standards.

Students are re-assessed at the end of each quarter. Students achieving academic mastery or demonstrating growth are given the opportunity to switch out of the intervention class into an elective class. Elective classes vary according to availability. All ICMS staff ensure that pupils placed in intervention classes feel comfortable knowing they are receiving the support they need in order to succeed in their regular class. It is key during this stage for students to know they are not placed in intervention classes for reasons that might impact their social development.

In order for ICMS to continue to support students enrolled in intervention classes who continue to underperform academically, the administrator in charge in collaboration with the lead teacher initiates the SST process, where the student could be placed in a student success plan tailored to his/her own social and/or academic needs. The Student Success Team (SST) team meets monthly to track academic progress and make the necessary adjustments as needed by students and their families. The SST is comprised of the principal, relevant teachers (e.g. current or former teachers), and when appropriate the student, the parent, the school psychologist, and possibly a school inclusion teacher.

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

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

- The focus is on improving instructional, assessment, and communication processes and removing barriers for students to succeed.
- In an ILS school, all stakeholders take part in frequent data analysis to ensure system improvement and efficacy.
- After enrollment, all students are assessed using a diagnostic assessment (iReady, STAR, or similar). Students academically at risk of retention are provided with targeted, structured, and systemic intervention to address areas of weakness.
- Teachers are learning facilitators. In an ILS classroom, teachers regularly seek and analyze student feedback.

- Regular and frequent in-process (formative) assessments are administered. Students record their results, set aims for improvement, and prepare action plans for meeting their aims. Classes as an aggregate track their learning progress on charts posted on bulletin Boards, set class aims, and create class action plans.

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

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

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

An assessment coordinator is responsible for reviewing whether content standards benchmarks are being met and a team of diverse stakeholders checks in on progress quarterly. Celebrations are embedded in the ILS-based classroom as all students achieve their individual and whole class interim and cumulative aims and targets.

Academic Support for Low Achieving Students

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

In addition, the ICMS counseling program is an essential component of the total instructional program through which students have the opportunity for socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services may be referred for counseling by a parent, teacher, or administrator. Counseling services are provided by a combination of in house school psychologists and mental health providers, appropriately credentialed contracted mental health providers, and interns from certified Pupil Personnel Services (PPS), Masters in Social Work (MSW) and Licensed Marriage and Family Therapists (LMFT) programs.

Plan for Students Who Are Socioeconomically Disadvantaged

Given that the majority of Ingenium Charter Middle students come from a socio-economically disadvantaged population, many do not come into the school with the tools and academic vocabulary necessary for success in school. Many have the potential to be the first from their families to graduate from high school so they may be navigating a ICMS teachers work on an

individual level with each student, helping them to identify their own learning styles, set their own aims within the overall academic aims set forth in the course, give them the tools with which to achieve them and celebrate those achievements building their self-esteem, and giving them encouragement at every level. As students see progress in their own achievements, they begin to believe they can achieve and consequently, continue to improve and master the standards as teachers continue to adjust teaching strategies to assist and guide them in their journey.

The Institute for Student Achievement studied the challenge of meeting the needs of low-achieving students and concluded that the following strategies “can turn low achievement into academic success” for these students. The recommended strategies are “academic rigor, support for students, personalization, continual improvement and a professional learning community for teachers.”¹⁵

Ingenium Charter Middle School employs each of these strategies.

Academic Rigor

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

Ingenium Charter Middle School’s learning-centered educational program supports academic rigor by:

- Encouraging all students to take ownership for classroom and personal learning.
- Writing class and individual aims and action plans based on high expectations and performance excellence.
- Setting high expectations for learning and performance excellence.
- Enabling students to monitor the progress of their classroom and personal aims facilitated by the use of quality tools, classroom data centers, and personal student assessment binders.

Support for Students

ICMS provides multiple support systems for students, including individual learning plans and student assessment binders through which students set learning aims, create action plans for meeting their aims, and track their learning progress.

Students who are socioeconomically disadvantaged are also supported by providing resources as needed. If the parent of any given student asks for support with school supplies and proves there is need via the meal application, ICMS provides school supplies and pays for costs of field trips as needed.

¹⁵ “Reclaiming Children Left Behind” by N. Gerry House, The School Administrator, January 2005

Personalization

Personalization is achieved at ICMS through the individual learning plans and student assessment binders, which are completed by students and monitored by their teachers on an individual basis. In addition, teachers differentiate instruction to meet the needs of each individual learner.

Continual Improvement

The Plan Do Study Act (PDSA) process is built into the core of the ILS and is a classic continual improvement system.

Professional Learning Communities

Teachers at ICMS meet every Wednesday in professional development or collaboration meetings. Through professional learning communities, teachers examine student work, look at student internal assessment data, and collaborate to ensure all students are successful. Teachers collaborate to understand how to build a strong classroom culture and ensure that all students feel welcome and supported in the classroom. Furthermore, teachers often observe one another to see how one teacher may set up a successful environment or execute a rigorous lesson so that their practices can be emulated in other classrooms

Students with Disabilities

See District Required Language above.

Students in Other Subgroups

Foster Youth

How the School Will Identify Foster Youth

Ingenuity Charter Middle School identifies homeless and foster youth upon enrollment via the initial school registration. After the enrollment process has been completed and verified, the office manager confirms the status of the student and sets up a meeting for the administrator and pertinent stakeholders to meet. The initial meeting with the family is to determine needs.

How the School Will Meet the Needs of Foster Youth

ICMS offers a variety of supports for students with extraordinary needs, such as foster youth, those who are homeless, or those who have other significant needs. Our intervention program provides several levels of guidance depending on the need of the student, including counseling and referrals to outside resources. Our intervention programs, including our SST process, Multi-Tiered System of Supports (MTSS) program, and teacher training ensure that all students with unique needs are promptly identified and provided the supports needed, including to outside agencies as necessary. Our homeless and foster youth subgroup data is tracked as we do other subgroups; each student's individual proficiency and growth is assessed over time as detailed throughout this petition. ICMS aims to serve all subgroups regardless of their needs.

Students in both of these sub-groups receive targeted instruction and supports in their general education classes (unless additional special education or EL supports are required); intervention and extended day instruction; and 3-Tier Response to Intervention. To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough

progress in the classroom to catch up to their peers. An SST will write an intervention plan for these students that details classroom modification as well as in school and afterschool intervention programs. The bell schedule is utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed.

How the School Will Monitor Progress of Foster Youth

Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, intervention can be either stopped or modified as needed. If not, the student study team will revisit and possibly revise the student success team plan, and a second round of intervention begins. If the second round of intervention fails to help catch up the student, they may enter into the special education assessment process.

A Day in the Life of a Sixth Grade Student

(This scenario illustrates a day in the life of Miguel Saucedo, a fictional sixth grade student at Ingenium Charter Middle School.)

At 7:50 AM, I am on the way to school, walking with my mother. As we enter the gate to Ingenium Charter Middle School we are greeted by the principal, who knows my name and my mother's. We are also greeted by a parent volunteer who greets visitors, has them sign in, and get a visitor badge. My mother chooses to walk with me to my first classroom so she can check-in with my teacher, so she stops to sign in and get a visitor badge.

As we enter my classroom, I rush to my learning area to get my book for silent reading, *The Giver*. My mother finds the teacher to say "Hi" and clarify the homework policy. I like ICMS because we don't have homework every day. We only have homework if we are falling behind, were sick, or did not make good use of our class time. Sometimes I get very interested in what is happening in my class and I just want to read more or do more on a learning experience at home, that is always OK. I can also ask my teacher for added things to do at night, if I want to learn more on my own.

At the end of silent reading time the teacher has already taken role and puts the final additions for our flowchart of the day for our ELA class. We have transition music. As soon as we hear the transition music starting to play softly, we know it means we should put away our reading and transition to the front of the room and form a circle. Most people like to sit on the floor, but some students prefer to stand. We call this an Ingenium Huddle, we each get a chance to say something meaningful to us. Today the teacher asked people to look at the flowchart for the day and talk about something they are looking forward to today and why. Some learners identified recess or lunch. I identified my health elective. I like health class because it is very important in my family.

After our Huddle, one of the students goes over the activities for the class period by talking through the flowchart. We take turns talking about the flow. This is also a time to ask questions about the flow if anybody does not understand.

Each day we have the process flow charted out, usually on the whiteboard at the front of the room. The flow chart helps me to look forward to what is happening next without having to ask the teacher. Also, if I get confused as to what I should be doing, all I need to do is check the flow chart.

In my ELA class, my first learning block of the day, we are working on a Profound Learning Experience entitled, “Around the World in 14 Days.” I have a capacity matrix with all the learning standards incorporated in my learning experience. I use the capacity matrix to pre-heat my neurons for what I am about to learn, as a formative assessment as I go through the experience, and as a cumulative assessment when I am finished. My teacher has workshops or mini-lessons each day and explains different parts of the experience. The whole experience must be documented in my electronic portfolio. I use my Google Chromebook to access my drive where I store my portfolio and capacity matrix.

I am working with the aide in the lunch area to do a PDSA on break time improvement. We have already come up with lots of ideas on how to improve the lunch area and make sure everyone has fun. We take our ideas to the student council and if they agree they take the ideas to the principal. We have already made changes to what materials, such as games or activities, are provided. This helps students interact positively, rather than fight or argue, what happened at the beginning of the year. It’s nice to know I can be a part of improving our school.

After recess this morning, I am going to our student council meeting. I am one of the sixth-grade representatives. It is fun because we get to assist the principal in managing the school. We also create fundraising activities. As student council members, it means we are ambassadors for the school, so when people visit we give tours of the school and explain how we learn and work together.

I have my health elective before lunch. Some of my friends are in an intervention class at this time to get some support in math or ELA, but I was able to take this elective with a few other students. The class is engaging and focuses on health and wellness. Right now, we’re learning how to read food labels so we can identify how much sugar we are eating. Since we began learning this, students have started reading all of their food labels and telling their friends and parents about why so much sugar is bad for you. I’m really excited to see how this class impacts my decision making.

Intrinsic motivation is a concept we talk about in my class. When we have intrinsic motivation, we don’t need extrinsic motivation like prizes, stickers, and pizza parties. I like working like this because it means I have the freedom to manage my own time and I can cooperate with other students.

One of the ways we learn to cooperate is through our code of cooperation. This is a document we have worked out together as a class, to list all the factors necessary to cooperate with others. We review it in different ways each day and sometimes we take an item of the code and really think deeply about what it means to us.

In the afternoon, I have another integrated learning experience I am working on which has lots of science and math. During science, which Mr. Toby teaches, we learned about the rock cycle, which includes the formation of new sediment and rocks, and that rocks are often found in layers with the oldest generally on the bottom. After I finish a learning experience I go to our computer program, called i-Ready, and take a test over the standards I have been learning.

In our math class the next period, Mr. Toby gave us our math assessment results. I did well but the class did not. Many students cannot “multiply and divide expressions involving exponents with a common base,” one of the standards we wanted to have mastered by now. I’m good at

doing this. We worked on a class action plan called, PDSA, for how we are going to master this standard before the next assessment. We are going to separate our class into six groups, each with a high-scoring student, to work on this standard. Mr. Toby is going to give us worksheets that use this standard to work on in the groups. He also is going to go around to each group to see how it is going and give tips. I'm going to be leading one of the groups as a math prefect. I like helping other people when I am successful at something and I know that they will help me when I need help with my reading.

I am always surprised when the school day is over and my mother is waiting for me at the gate. I have so much fun learning every day and enjoy my friends school is always a great place to be.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

A completed State Priorities table that includes the school’s annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d), is provided in Element 1.

The State Priorities Table also includes the school’s unique educational goals and objectives, including description of the knowledge, skills, and aptitudes to be measured.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

The completed State Priorities table includes specific performance targets for all pupils and each subgroup of pupils identified pursuant to Education Code § 52052. The performance targets align with the eight state priorities identified in Education Code § 52060(d).

Measuring Pupil Progress Toward Outcomes: Formative Assessment

Assessment Tools

ICMS will use the following tools to measure pupil progress towards the outcomes specified in Element 1:

- **i-Ready® Diagnostic Assessments.** This assessment dynamically adapts to student response patterns. It is administered to determine both mathematics and English proficiency levels.
- **Smarter Balanced Interim Assessments.** These assessments are designed to provide meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Smarter Balanced summative assessments.

In addition to the above externally provided formative assessments, the following internally developed assessments are used to monitor student progress.

- Capacity matrix check-in conferences. Teachers will periodically throughout the week or month (depending on the project or learning experience) review each student's capacity matrices with the student and enter capacity matrix completions in the SIS.
- End of unit/learning experience assessments are developed by teachers to verify student mastery of standards. These assessment results are recorded in the SIS.

Frequency of Assessments

The 2018-2019 assessment calendar is below. Future assessment calendars will be adjusted based on annual reviews of assessment efficacies, and the listed assessments may be replaced by others.

2018-2019 Ingenium Testing Calendar

Month	Test Name	Date(s)	Grades	Special Populations
August	Initial ELPAC	Aug. 8 – Sept. 21	All	Initial ELs
	i-Ready Diagnostic	Aug. 20 – Sept. 28	6-8	All Students
October	i-Ready Growth Monitoring (GM) – Oct.	Oct. 1 - Oct. 10	6-8	All Students
November	i-Ready GM – Nov.	Nov. 1 - Nov. 9	6-8	All Students
December	i-Ready GM – Dec.	Dec. 3 - Dec. 11	6-8	All Students
January	i-Ready Diagnostic or GM (choice)**	Jan. 7 - Jan. 31	6-8	GM - All Diagnostic – Choice
February	i-Ready GM – Feb.	Feb. 1 - Feb. 9	6-8	All Students
	ELPAC Annual	Feb. 1 – May 31	6-8	All ELs
March	i-Ready GM – March	Mar. 4 – Mar. 12	6-8	All Students
April	i-Ready Diagnostic	April 1 - April 30	6-8	All Students
	California Science Test (CAST)	April 1 - April 30	8	
May	CAASPP (SPED)	April 29 - May 31	6-8	SPED
	CAASPP	May 6 – May 17	6-8	All Students
	CAA (SPED)	April 29 - June 14	6-8	SPED: Alt Curriculum

Scheduled Tests:

- Monthly i-Ready (Diagnostic or Growth Monitoring (GM))
- Monthly IAB's (recommended: see below)
- CAST Science (8th Grade Only)
- CAASPP – May

**In January, all students must at least take the Growth Monitoring. For students who need their lesson trajectory reset, or are at-risk and need more data, give full Diagnostic.

Non-Scheduled Tests: Grade level teams will work with teacher mentors and site administrators to determine the testing schedule.

- Smarter Balanced Interim Assessment Blocks (IABs) may be used throughout the fall and spring.
- Writer's workshop benchmark assessments may be used for student portfolios.

Data Analysis

Types of Data

Student data is collected during the first month of the school year. Students take the i-Ready benchmark assessment in ELA and mathematics. They also do a Lucy Calkins' writer's workshop on-demand assessment. All students have portfolios in which the capacity matrices for their classes are placed. Students will always be working on capacity matrices at their enrolled grade level, but may receive supplemental capacity matrices at a lower or higher level based on their needs and differentiation.

Role and Use of Data to Inform Instruction

ICMS uses i-Ready to assess students on their ELA and mathematics academic performance. i-Ready is used at the beginning of every quarter to understand the academic levels of all students and to place them in the appropriate classes. 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 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)

i-Ready is also used and shared with teachers and students to ensure there is a culture of accountability and support. It is important for ICMS 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, ICMS students tend to have more ownership of their learning, which ensures their participation and success in Profound Learning Experiences.

Teachers and the administrator look at i-Ready performance data in order to continue to develop their curriculum to provide scaffolded academic instruction, identify the appropriate resources to better support their students (both Gen Ed and subgroups), and to receive the appropriate professional development so they can better serve their students.

ICMS utilizes SBAC data to design their academic program. One of ICMS's goals is to better serve the community, and knowing it attracts a more significant number of lower-performing students, ICMS has designed its academic program to ensure there is extra support via intervention classes for students for all grade levels. Students who qualify for an intervention class because they scored low have the ability to exit the class based on their academic performance once they are reassessed. They have the option between other elective classes offered at the time.

In addition, ICMS 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)

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 504, general education counseling, behavior contracts, connecting the family with additional resources, and/or partnering students with a mentor.

Teachers will utilize these academic results to understand the students in their class and differentiate instruction based on the demonstrated needs. Furthermore, the data collected is used to group students for differentiated workshop time, often helping students build skills from prior grade levels they have not yet mastered. Additionally, this data helps place students into their leveled intervention block. Students who are two grade levels below in either ELA or math in the 6th grade are placed in an intervention course. Intervention courses have been divided in two levels in the sixth grade to ensure proper placement in math and ELA.

The intervention classes offered to 7th and 8th graders are dependent upon their math and ELA scores. Therefore, any student that scored three grade levels below mastery in math or ELA is placed in an intervention class. If a student scores three grade levels below mastery in both math and ELA, ELA will be prioritized. All students track their mastery of each standard in their portfolios and keep evidence of their learning. In this way, instruction is individualized for each student, ensuring that his or her needs are met.

At Ingenium Charter Middle School, we believe that data analysis is not an event. Rather, it is an ongoing, embedded part of the continual improvement process. As teachers plan and implement Common Core State Standards-aligned learning experiences, they will build in formative assessments. As teams, they will meet weekly to review the effectiveness of learning experiences. Next steps will include determining what support students need that did not meet expectations as well as how to support those that did. Additionally, class and grade level data from the learning experience are continually fed back into the learning experience so that more and more students learn the standards to a higher degree every year thereafter.

To accommodate for the varied data, teachers will use differentiated instruction to address individual student needs and the various student levels in the classroom.

Teachers utilize i-Ready results to drive standards-based instruction. Using the ATLAS data analysis protocol, teachers look at areas of growth for each individual student as well as class wide opportunities for improvement.

Once learning gaps are identified, teachers use additional formative assessments to identify specific class and student needs. For example, if i-Ready data shows that a student struggles with multi-digit multiplication, a follow up exam - with the standard deconstructed or unpacked - may show that the exam was failed simply because the student does not know multiples of 6 or 7. Instruction could then be tailored to meet the student's needs.

Furthermore, Ingenium Schools is developing an academic data dashboard that will display student data, disaggregated by subgroups and other student information to allow administrators, teachers, and students to view progress that is updated in-the-moment. Teachers and administrators use quality learning protocols to review these reports and adjust the learning process and systems as needed.

Teachers use the reports to gauge each student's learning progress and needs. Teachers share these reports frequently with families so that the families understand their child's learning progress as well as strengths and weaknesses.

ICMS students produce work documenting CCSS learning progress. They are assessed by monthly i-Ready growth monitoring assessments and bi-annually benchmark assessments. These reports show run charts of student progress, and 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.

Role and Use of Data to Improve Educational Program and Operations

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.

Role and Use of Data to Inform Stakeholders

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 to school site council and the English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC) at least once per year.

Parents will have opportunities to analyze data whenever they like by interacting with an online LXM (Learning Experience Manager) that will give them information about how their child is progressing through different learning experiences and their mastery of the Common Core State Standards.

Grading/Reporting

Grading Policy

At Ingenium Charter Middle School we believe that time is flexible (not infinite) and quality is rigid. ICMS will implement a binary grading system that is consistent and clear to teachers, students, and families. Quality criteria are set for each standards-based milestone (assignment) that students complete. If students do not meet said criteria, they will receive feedback and support to improve the quality of their work until it meets said criteria.

Type and Frequency of Progress Reporting

Report cards are sent to parents every quarter, at a minimum. Additional information about student learning will be made available to parents upon request or in the future, it can be accessed through an online parent portal.

Promotion/Retention Policy

ICMS follows Ingenium Schools' promotion and retention policy, which is posted on the Ingenium Schools website. The policy is summarized below.

A student will be promoted (moved to the next grade level) when, in the professional judgment of the teacher, the principal, and other 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

The following criteria will be considered when making a decision about student retention: Report cards that show student is not meeting quality criteria in math and ELA, internal assessments show that the student is significantly (3 or more levels or scoring in the bottom 10th percentile) below grade level in both math and ELA, scoring in Level 1 in both math and ELA CAASPP assessments, and/or a significant pattern of absences (more than 10%). Retention of student needs to be a collaborative decision made that includes the parent/guardian.

Instructional Plan for Students at Risk of Retention

A student being considered for retention must have had appropriately documented interventions throughout the year, have had their needs addressed in the Student Success Team throughout the year, and have collaborated with the parent/guardian. Students who are not promoted are retained in the same grade unless promoted by appeals committee decision.

For students receiving special education or related services, the Individual Education Program (IEP) Team shall serve as the placement committee to consider appeals.

Appeal of Decision to Retain

If a parent, guardian, or teacher wants to appeal the decision to retain a student, then the school principal or designee will establish an appeals committee to consider the request. The appeals committee will be comprised of the principal or designee, the student's parent(s)/guardian(s), and the teacher(s) of the subject(s) of core courses that the student failed to meet proficiency in.

The principal or designee will notify in writing, by first-class mail, the parent(s)/guardian(s) and via school mail the teacher(s) of the time and place for convening the placement committee.

The appeals committee will review the overall academic achievement of the student in light of the intervention and Individual Learning Plan that has been implemented and make a determination to promote or retain the student.

The decision to promote a student recommended for retention must be the unanimous decision of the appeals committee and must determine that if placed and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.

The appeals committee will prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.

The appeals committee will provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

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.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,

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.

nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

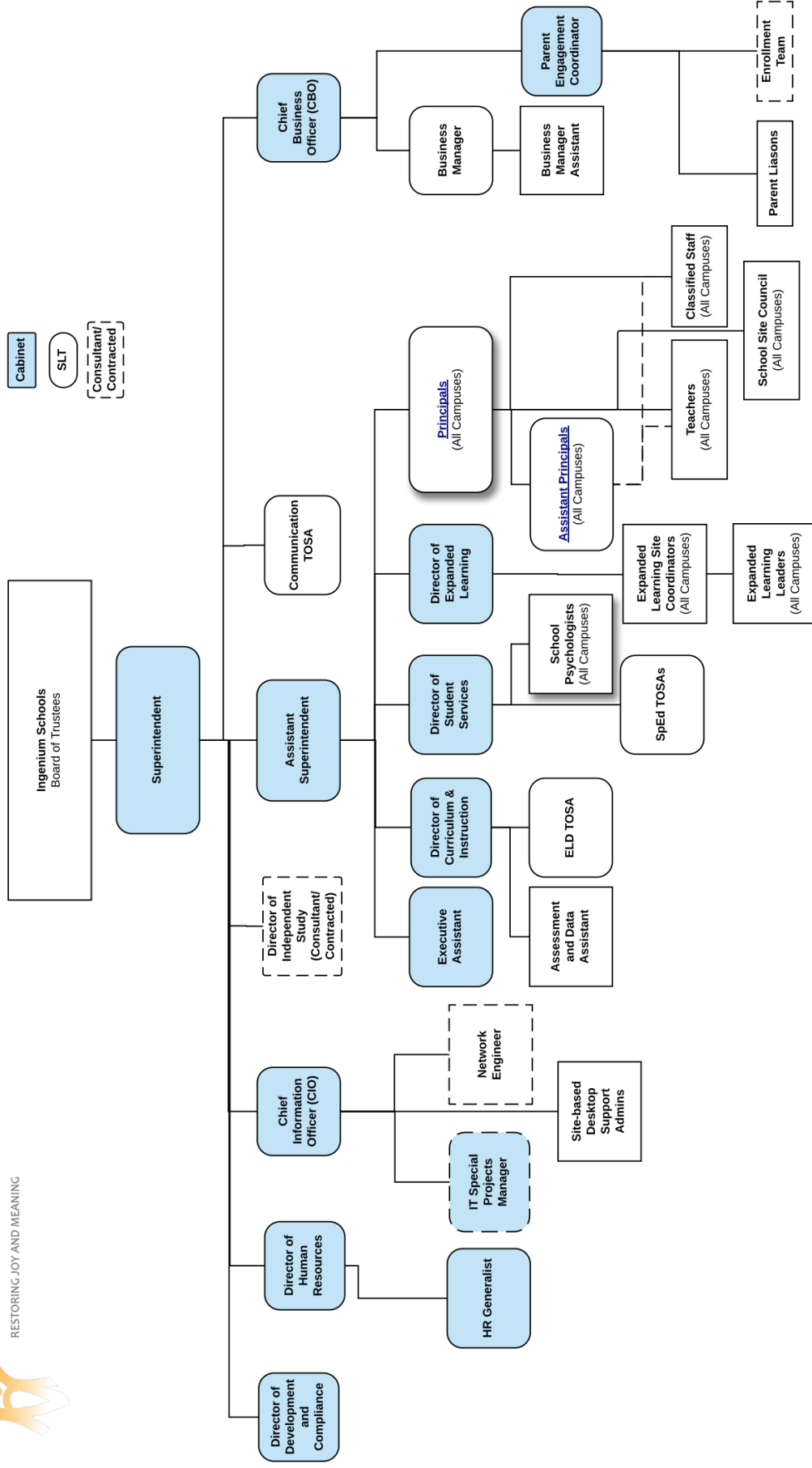
FEDERAL PROGRAM COMPLIANCE

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

Governance Structure
Organization Chart
Chart

Ingenium Schools Organization Chart

Updated: 9.15.17



Major Roles and Responsibilities

ICMS is operated by Ingenium Schools, a duly constituted California nonprofit public benefit corporation, which is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which are maintained consistent with the terms of this charter.

The Ingenium Schools Board of Trustees hires the superintendent to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school's financial stability.

The Board of Trustees is responsible for the operation and fiscal affairs of the school including but not limited to:

- Overseeing the academic and social performance and effectiveness of ICMS and taking necessary action to ensure that the school remains true to its mission and charter;
- Approval of the annual school budget, calendar, and salary schedules;
- Approval of an MOU or other contracts with LAUSD;
- Approval of all material revisions to school charters to be submitted as necessary in accordance with the applicable law;
- Filling the superintendent position and evaluating its performance;
- Approval of bylaws, resolutions, and critical school operation policies and procedures;
- Monitoring the financial well-being of the school and engaging an independent fiscal audit;
- Maintenance of full and accurate records of Board meetings, committees, and policies;
- Developing itself through new trustee orientation, ongoing education, and leadership succession planning.

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.

Superintendent

The Board of Trustees has engaged a superintendent to administer the Ingenium Schools campuses and work with the Board, LAUSD and other 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:

- Lead development of the Ingenium Learning System.
- 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 Ingenium Schools 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 the assistant superintendent.

The superintendent's duties may be delegated or contracted to another administrator of ICMS or other employee (in accordance with student and teacher confidentiality rights).

Assistant Superintendent

The superintendent engages an assistant superintendent to be responsible for administering Ingenium Schools' campuses in all aspects of their day to day operations, working with LAUSD, other authorizers, students, parents, and community. The assistant superintendent's duties include, but are not limited to, the following:

- With the assistance of the principal, oversee administration of overall operation of the school, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.

- Manage the principal hiring process and subsequent support and supervision of principals.
- Act as a liaison with other organizations and entities, such as LAUSD and CDE.

Principal

The assistant superintendent will engage a principal to lead ICMS's day-to-day operations. The principal is responsible for planning improvements that directly address instruction and customer satisfaction. The principal's responsibilities are listed below.

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.
- Lead the school's application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.
- 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.
- Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, the Los Angeles Unified School District, and the school community.

The principal as academic leader will:

- Administer the academic policies determined by the 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 and *educate*.

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.
- Manage the student recruitment and enrollment process.
- Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.
- Issue reports to the Board of Trustees and to any affiliated private entity on the progress of all students in the school and on matters of school operations as requested.
- Administer the school policies determined by Ingenium Schools Board of Trustees and 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 Los Angeles Unified School District.

The principal as the builder of the school culture will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the school's 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, 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

The Ingenium Schools Board currently has five members. Ingenium Schools will update LAUSD on changes to its Board of Trustees.

How the Board Composition Contributes to Effective School Governance

The Ingenium Schools Board contains a rich reservoir of school governance experience and expertise. Two Board members (Drs. David Haney and Lee Jenkins) served, between them, over thirty years as California school superintendents. They subsequently trained many other California school superintendents. Joan Faqir was a fifth-grade teacher for many years in LAUSD as well as the founding executive director for a successful LAUSD charter school, the Center for Advanced Learning; she contributes her perspectives on the classroom as well as on charter school governance. Dr. Erin Abshire worked closely with multiple high-performing charter school management organizations active in LAUSD while at The College Ready Promise and has special expertise in staff and teacher evaluation and pay from her work there. She also brings a rich perspective on school accountability from her current position at CCSA. Joe Randall represents our school communities and is the parent of a former Ingenium Schools student.

This mix of experience and expertise ensures sophisticated scrutiny of school and charter management organization operations and results, as well as tying both to the extended school community.

Criteria and Process for Selecting Governing Board Members

Length/rotation of service terms

Board members are appointed to staggered three-year terms. The current terms are reported in the table below.

Member	Term ends
David Haney	6/30/2019
Joan Faqir	6/30/2018
Joe Randle	6/30/2020
Erin Abshere	6/30/2020
Lee Jenkins	6/30/2019

Determining a need to select/add Board member

The number of trustees may be no less than five and no more than nine; Ingenium Schools anticipates five, seven, or nine trustees, at the discretion of the Board. Prior to the annual meeting each year, the Board uses a capability matrix to identify gaps in Board capabilities. It adds Board members when the total Board members are not five, seven, or nine or when significant gaps are evident in the capability matrix.

Board member qualifications

Board members who reside within the service areas of Ingenium Schools' campuses are preferred. Board members must complete a Board candidate application in order to be considered for service on the Board. They may not be current employees of or vendors to Ingenium Schools.

Selection criteria and process

As each trustee's term expires, the Board and administration endeavor to provide at least two nominees for the expired position, one of whom may be the trustee whose term is expiring. The Board considers candidates' capacities to fill gaps in the Board capability matrix when it deliberates on whom to select. The selection process for new Board members includes review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Governance Procedures and Operations

Location and Frequency of Meetings

Board meetings are held monthly. In accordance with the Brown Act, the site of the meetings will always be in the jurisdiction of one of the school districts in which Ingenium Schools operates or in its principal office. In addition, at least 50% of the meetings will be held within the jurisdiction of LAUSD. Video conferencing capability will be set up in the jurisdiction where

the Board is not meeting so that individuals may always participate in Board meetings from locations within all served jurisdictions.

Process and Timeline for Setting Annual Board Calendar

The annual Board calendar is proposed in the May Board meeting in a public hearing agenda item. It is adopted in the June Board meeting.

Locations for Posting Board Meeting Agendas

Board meeting agendas are posted at each Ingenium Schools campuses, including ICMS, as well as on the Ingenium Schools website.

Procedures to Ensure Brown Act Compliance

The Board executive assistant, who prepares Board agendas and minutes and coordinates the posting of agendas, completes a Brown Act compliance checklist after each meeting to ensure compliance. The checklist includes records of agenda postings, as well as other compliance items.

Board Decision Making Procedures

Quorum requirements

A majority of Board members in office constitutes a quorum. All acts or decisions of the Board of Trustees is by the majority of the entire Board, based on the presence of a quorum. Should there be fewer than a majority of the trustees present at any meeting, the meeting is adjourned. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken is publicly reported.

Board Action Requirements

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

Abstention and Teleconference Participation

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

- At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the charter schools operate or the Ingenium Schools principal office. At least 50% of the meetings shall be held within the jurisdiction of LAUSD. The site may alternate between jurisdictions.
- All votes taken during a teleconference meeting shall be by roll call.
- If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting.

- All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location.
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Board Training

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

Board Delegation of Duties

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

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

Role of Parents and Staff in School Governance

ICMS has an active School Site Council (SSC) that meets monthly. SSC meetings are grounded in the eight state priorities set forth in the LCAP. Half of the School Site Council (SSC) membership consists of the principal, classroom teachers, and other school staff; the other half consists of parents or community members elected by the parents. The council is made up of no fewer than 12 members. Officers of the council are chairperson, vice-chairperson, secretary, parliamentarian, and other officers the council may deem desirable. The principal is responsible for the proper function and implementation of the SSC.

Parents are included in ICMS's "Shared Vision" process. This process involves asking all stakeholders, including parents, the following questions:

- What makes a school exemplary?
- What are the characteristics of an effective teacher?
- What will students need to know in the 21st century?

- If needed, how do we change our current system to meet the needs of all students?

Replies to these questions lead to the 1st step in creating a shared vision. This step frames the fundamental 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 surveys are randomly sent for completion to a statistically significant number of parents to track parent satisfaction with ICMS and record suggestions for improvement. Results of the survey are tracked and action plans developed to continually improve the level of parent satisfaction.

The school maintains 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 is not a condition of enrollment or continued enrollment; this policy is communicated to parents through the policy itself, the student/parent handbook, and on volunteer forms.

The SSC assists with budget decisions and as such, is part of the governance of the school:

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

We encourage teachers, families, and students' input and feedback on the school. We encourage teachers' attendance at Board meetings and to serve in committee work as appropriate. We encourage student leadership by having students attend and provide reports to the Ingenium Schools Board.

In developing partnership with parents, 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 Ingenium Charter Middle School Shared Vision.

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

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

Quarterly roundtable events 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, community partners, pupils, and school staff are actively engaged in the development of Ingenium Charter Middle School LCAP through the following process:

- The LCAP draft is shared with the school site council (SSC) during one of its meetings. Parents are solicited for ideas for funding and spending during this preliminary meeting.
- Input on revised LCAP language based on the initial SSC meeting is solicited in a subsequent SSC meeting. Budget ideas are prioritized by the SSC during this follow up meeting.
- Initial and follow up staff meetings organized along similar lines are used to solicit suggestions from teachers, staff, and administrators.
- The Ingenium Schools Board of Trustees approves the LCAP.

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

Website Support of Stakeholder Engagement

The ICMS website includes a portal for teacher stakeholders that features tools such as classroom and learning management, collaborative project management, IT help desk, and human resources access. Interaction with the portal is streamlined for daily access and use. Administrators, teachers and support staff are encouraged to contribute articles, photos, and videos. The blog is envisioned as a space for all to share events, achievements and resources with parents, students and the community.

Parent involvement is supported by the website via its school site council and booster club pages as well as it's an online volunteer interest form. As noted above, parent volunteering is not a condition of enrollment or continued enrollment; this policy is communicated to parents through the policy itself, the student/parent handbook, and on volunteer forms.

Prospective employee stakeholders can peruse the enhanced Careers section on the website. The Careers pages have been built to transparently share details of working at ICMS and invites members of the community to consider Ingenium as a place to do their best work.

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.

Employee Positions

The following list includes all school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff located at the school as well as the Ingenium Schools employees to whom the ICMS principal reports.

- Superintendent
- Assistant superintendent
- Principal
- Other administrators (e.g., Assistant Principal)
- Administrative manager (office)
- Teachers
- Other non-certificated employees

Qualifications of School Employees

Ingenium Charter Middle School 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 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 should:

- 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.

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

Responsibilities

- 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 the assistant superintendent.

Assistant Superintendent

Position Summary

The assistant superintendent reports to the superintendent. The assistant superintendent: implements ILS systems and tools in the schools; directly supervises principals and provides them with support and supervision; and oversees the implementation of the academic program in the schools.

Qualifications:

Special Skills/Experience Required:

- A master's degree in education, at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills are preferred.
- Knowledge of quality systems and experience in applying them in an educational setting required.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting, required.
- Capacity to build a school culture which mobilizes the efforts of all students, staff, and parents to realize the school mission required.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct required.

- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.
- Capacity to observe, evaluate and select effective teachers and identify effective teaching strategies.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

See Element IV above for a list of the assistant superintendent's responsibilities and duties.

Principal

Position Summary

The principal reports to the assistant superintendent. The principal is responsible for the school environment and student performance. The principal is also responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of ICMS's students. He or she will organize, administer, supervise, and evaluate all aspects of ICMS. The principal is held accountable for the continual improvement of the school and its staff.

Qualifications:

Special Skills/Experience:

- 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.

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

Objectives

- Achieve the measurable student outcomes listed in Element III: Measurable Student Outcomes and Other Uses of Data.
- Successfully implement the educational program.

See Element IV above for a list of the principal's responsibilities and duties.

Teacher

Reports to: principal

Qualifications: A Commission on Teacher Credentialing certificate, permit, or other document required.

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

Responsibilities

- Design, implement, and monitor the learning experiences of each student and the class.
- Work collaboratively with staff, students, parents, and community partners and communicate regularly with parents.
- Establish challenging 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 Skills

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

Special Education Teacher

Reports to: principal

Qualifications: A Commission on Teacher Credentialing certificate, permit required.

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 Skills

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes all students to achieve at high levels.

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

Psychologist

Reports to: principal

Qualifications: A Pupil Personnel Services credential in school psychology required; Nonviolent crisis intervention training (provided, if needed).

Responsibilities

- 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 Individualized Educational Program (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
- Counsel children and families 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
- 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 special education coordinator

Knowledge and Skills

- 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

Special Education Assistant

Reports to: principal

Qualifications: Associate's 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
- 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, i.e. 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)
- 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 handicap and work towards 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 mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the Code of Conduct

Knowledge and Skills

- 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

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.

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

- Prepare and communicate reports.
- 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.
- Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.
- Make copies of correspondence or other printed materials.
- Prepare outgoing mail and correspondence, including e-mail and faxes.
- Order and maintain supplies, and arrange for equipment maintenance.

Ability to:

- Read, analyze and interpret general 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 E- mail.

Food Services Coordinator / Office Support Specialist

Reports to: principal

Qualifications: High School Diploma or GED required; 1-3 years experience desired

Responsibilities (Food Service)

- 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 (POS) 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

Responsibilities (Office Support Specialist)

- 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.
- 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 Skills

- 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

Desktop Support Administrator I

Position Summary: The Desktop Support Administrator I's role will provide a single point of contact at assigned campus/campuses for end users to receive support and maintenance within the organization's desktop computing environment.

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

- Provides technical support to users related to client hardware and software.
- Installs Ingenium Schools-approved hardware, software, peripheral, and non-computer equipment upgrades.
- Interfaces peripheral devices with computers.
- Maintains competency in current operating systems, desktop computer hardware, and peripherals used at Ingenium Schools.
- Troubleshoots and repairs or replaces client hardware including, but not limited to, desktop and laptop Windows or Macintosh computers.
- Maintains microcomputer security compliance according to Ingenium Schools' standards.
- Maintains accurate reporting of work performed using enterprise-level ticket tracking system.
- Assists 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.
- Primary work space will be located at Barack Obama Charter School and Clemente Charter School but must travel throughout network as needed.
- Performs field support at any Ingenium Schools facility or school site as needed.
- 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.
- Ability to adapt to change quickly.

Knowledge, Skills, 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.

Other Non-Certificated Employees

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

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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School

shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Custodian of Record

The custodian of records per California Department of Justice requirements is the Ingenium Schools business manager.

Student Health and Wellness

ICMS has adopted a Health, Safety and Emergency Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. The Health, Safety and Emergency Plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site will be used as a starting basis for updating the plan for ICMS. ICMS trains all staff in health, safety, and emergency procedures, including appropriate "first responder" training or its equivalent.

Diabetes

ICMS provides 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 includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of 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.
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

ICMS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board will establish a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

ICMS functions as a drug, alcohol, and smoke-free environment.

Facility Safety

ICMS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ICMS conducts fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at ICMS (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 Ingenium Schools’ anti-discrimination and harassment policies.

In addition, ICMS complies with the Ingenium Schools Wellness Policy, which:

- Establishes an Ingenium Schools-wide Wellness Committee.
- Articulates nutrition education goals.
- Adopts nutrition guidelines.

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.

Plan for Achieving LAUSD Racial and Ethnic Balance Goal

Outreach and Recruitment Activities

Below is ICMS’s written plan to achieve and maintain the Los Angeles Unified School District ethnic balance goal.

- Fliers (in English and Spanish) are distributed within a six-mile radius of ICMS indicating enrollment opportunities at ICMS. The fliers are distributed beginning two months prior to the enrollment period and through the enrollment period. The fliers include information on the instructional program and grades served and are distributed as follows:
 - Local elementary schools. ICMS seeks permission from the schools to distribute its fliers on the campuses as well as to mail the fliers to the families of eligible students.
 - Local markets and parks. ICMS recruitment staff (most of whom are bilingual) visits local markets and parks to distribute fliers and speak with prospective students and their families.

- ICMS's principal and recruitment staff gives presentations to and leave fliers at local churches.
- ICMS seeks articles in the local publications, such as the Pennysaver, throughout the year.
- Enrollment information is included on the ICMS website and enrollment opportunities are publicized on its social media feeds, including Facebook and Twitter. This information is available in both English and Spanish.
- At least three informational meetings are held at ICMS from November through May where information is shared about Ingenium Charter Middle School and its alternative setting for families and their children.
- During the enrollment period, ICMS recruiters canvass homes within a two-mile radius of ICMS.

How Plan Will Achieve Racial and Ethnic Balance Goal

Applications are entered into an online application tracking system as they are received throughout the enrollment period. Grade level and ethnicity enrollment levels are tracked in this system and reviewed monthly. Adjustments are made to deploy recruitment resources to meet the LAUSD racial and ethnic balance goal based on these reviews.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

ICMS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or 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.)

Ingenium Charter Middle School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). ICMS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Except as provided in Education Code section 47605(d)(2), admission to ICMS will not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within California. (Ed. Code § 47605(d)(1).

Students and their parent(s)/guardian(s) must complete an interest form available from the school office and on the ICMS website and submit it directly to Ingenium Charter Middle School.

Once admitted, the enrollment packet will contain:

- The Home Language Survey, which will be administered after a student is admitted to assist ICMS in its obligation to identify and serve EL students.
- Proof of immunizations.
- Proof of minimum age requirements.

Student Recruitment

ICMS will recruit and reach out to students by distributing flyers (in English and Spanish) at local elementary schools, markets and parks, churches and other community centers and organizations to inform the public about enrollment opportunities at ICMS. The school will also publicize enrollment opportunities through local publications and through ICMS's website and social media accounts. Informational meetings will be held to provide additional details about ICMS and its offered programs. The school's recruitment staff will also canvass nearby neighborhoods within a six-mile radius of ICMS. Refer to Element 7 for more details regarding ICMS's student recruitment procedures.

Lottery Preferences and Procedures

Admissions Preferences

Admissions preferences, in the case of public random drawing, will be given to applying students in the following order:

1. Students whose address of residence lies within the published boundaries of the LAUSD;
2. Siblings of currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister. Sibling status does not accord preference across different Ingenium Schools charter schools;
3. Children of Ingenium Schools employees (as long as that number does not exceed 5% of all interest forms). 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); and

4. All other applicants.

The lottery administrator will sort applicants into four separate tiers corresponding to the above preferences to give priority to the preferences in the charter petition.

Public Random Drawings

Open enrollment periods and procedures

Applications will be accepted during a publicly advertised open application period from October 1 to March 31 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 ICMS exceeds capacity, enrollment, except for existing pupils, will be determined by a random public drawing ("lottery"). Applicants in the first preference tier will be selected in the lottery first, then applicants in the second, third, and fourth tiers. ICMS will open an office in the ICMS building from 2:00 P.M. to 7:00 P.M. every week day during the application period for collecting information forms and personally answering questions about the school.

Communicating to Interested Parties

The date, time, and location of the public drawing will be listed on the enrollment application forms and advertised and posted at ICMS, on the ICMS website, by School Messenger (a telephone broadcasting application that calls parents automatically), and in the school 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.

Ensuring Fairness

To ensure fairness, names will be drawn publicly at random by a neutral third party selected by the school site council. 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.

Lottery Date, Time, and Location

The lottery will be held at the ICMS site in the morning on a day in April.

Waiting List Procedures

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. 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).

Notification of Lottery Results

After the completion of the lottery, families are notified whether their child was accepted by a SchoolMint text, email, or phone call (SchoolMint is an online admissions and registration system). Families are told that they have 24 hours to accept the placement through the SchoolMint online system or by calling the office. If there is no response within 24 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 24-hour acceptance window.

The ICMS office staff will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list. Parents or guardians who do not respond within the 24-hour 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.

Documenting Fair Execution

The school 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.

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

The Ingenium Schools Board will oversee selection of an independent auditor. The auditor will have, at a minimum, a CPA, and educational institution audit experience and will be selected from the Certified Public Accountants Directory published by the State Controller’s Office. 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.

The Ingenium Schools’ chief business officer is responsible for contracting with the auditor to conduct the required annual financial audit and for working with the auditor to complete the audit.

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 chief business officer is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The principal, along with the Board treasurer, will review any audit exceptions or deficiencies and report to the Ingenium Schools Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District regarding 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. 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 in accordance with applicable law.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

Students learn best in an environment where clear expectations of behavioral and community norms have been set. Clear expectations allow students to feel safe and nurtured.

To maintain a positive learning community, ICMS has developed a comprehensive set of student discipline policies. These policies were generated through input gathered from students and staff and are consistent with California Education Code 48900 and LAUSD's Discipline Foundation Policy. ICMS complies with LAUSD's policy not to suspend for willful defiance.

Schoolwide Positive Behavior Support

ICMS believes that all stakeholders share responsibility in implementing a positive behavior support system.

Administrators, staff, volunteers, and community members:

- Support a school-wide positive behavior support and discipline policy 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

Students:

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

Parents/guardians:

- Support ICMS's efforts to maintain a welcoming school climate
- Describe and support the school-wide positive behavior support and discipline policy
- Review school rules with their children
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct
- Work with ICMS as a collaborative partner to address students' 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 for a student who engages in ongoing misconduct, despite appropriate interventions

Tiered Behavior Intervention

ICMS uses a three-tiered proactive approach to discipline. This disciplinary model is based on principles of Restorative Justice and Positive Behaviors Interventions and Supports. A behavior matrix is used to identify appropriate behavior in each area of the campus. ICMS may review and revise discipline policies throughout the school year, including but not limited to dismissal policies and procedures.

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

Alternatives to Suspension

ICMS uses suspension and/or expulsion as a last resort. The table below identifies commonly used alternatives to suspension. This list is non-exhaustive.

Student Support Team	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. SST meets monthly to track the student's progress. More frequent/ additional check-ins are
Alternate Scheduling	Changes in student schedule, classes, or assignment to independent work <u>according to student needs.</u>
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 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
Parent Supervision	Option for parents to shadow their student throughout the school day.
Restitution	Financial or in-kind. The school uses Restorative Justice principles. For example, a student who destroyed something might <u>be encouraged to pay for its replacement.</u>
Mediation	Administration and other staff conduct student mediations to eliminate student issues and restore relationships/good will. For example, a parent could request an intervention meeting with the

Evidence of alternatives to suspension can be found in ICMS's student discipline folders, which are stored in a secure location, and which 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.

Other evidence of ICMS's use of suspension and/or expulsion as a last resort can be discerned in the disciplinary framework itself. 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. ICMS complies with LAUSD's policy not to suspend for willful defiance.

Professional Development

The Ingenium Schools school psychologist leads periodic professional development on: how to make threat assessments; identifying students who are dealing with situations at home that may spill over into the classroom; and identifying trends in student behavior. Professional development is also provided to shift teachers from using extrinsic to intrinsic motivation.

Behavior data is reviewed by the faculty each quarter. Root causes are identified for repetitive behavior issues. A Plan-Do-Study Act cycle is initiated and adjustments made as needed.

Quality Learning tools are used in faculty meetings to define what behavior means as a school and prioritizing the sets of values we want our students to practice on a daily basis. As a result of this, we created the High Five redirection system, which empowers teachers and students to build stronger relationships with each other by reselecting behavior choices. Parents are involved as a partner in the process rather than waiting until behavior becomes habitual, thus increasing the lines of communication with involved stakeholders.

Alternative Suspension

ICMS utilizes a three-tier system to determine how to deal with behavior challenges. Tier one issues are dealt with in the classroom. Tier two offenses are habitual, such as ditching class or disrespecting, and may initiate the SST process or lead to an alternative to suspension. Tier three offenses are those that due to Education Code requirements, must automatically lead to suspension or expulsion.

As an alternative to suspension, a student may be given an assignment to complete during in-school suspension, depending on the offense. Seven Habits of highly Effective Teenagers is used to guide the conversation with the student. Only the principal may sanction an alternative to suspension. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

Prior to imposition of an alternative suspension, and to the extent possible, parents are notified via telephone or in writing. The pupil is informed of the reason for the disciplinary action and the evidence against him or her and is given the opportunity to present his or her version and evidence in his or her defense. Students referred to alternative school suspension are provided with the same or reasonably similar instructional materials as students attending class, and a teacher will be available to provide assistance to the student in understanding and completing the assignment.

ICMS reserves the right to make a final determination on the appropriateness of an alternative suspension. Students with IEPs will be given needed support while on alternative suspension.

The maximum number of days of alternative suspension that a student may receive are three days per incident and ten days in one academic year.

Grounds for Suspension and Expulsion

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

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined by the principal that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Discretionary Suspension Offenses

Students may be suspended when the principal determines that the pupil failed to comply with the school's policies or expectations regarding sexual harassment, substance abuse, violence, or safety. Offenses that could lead to suspension include but are not limited to any of the acts listed in Education Code section 48900 that are not addressed in Non-Discretionary Suspension Offenses above. ICMS shall comply with LAUSD's policy not to suspend for willful defiance.

Expulsion

Non-Discretionary Expellable Offenses

Students will be recommended for expulsion when a principal determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Discretionary Expellable Offenses

Students may be recommended for expulsion when a principal determines that the pupil failed to comply with the school's policies or expectations regarding sexual harassment, substance abuse, violence, or safety. Offenses that could lead to expulsion include any of the acts listed in Education Code section 48915(a). ICMS shall comply with LAUSD's policy not to suspend or expel for willful defiance.

Suspension Procedures

Conference

Suspension will be preceded, if possible, by a conference conducted by the principal or his/her designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the principal or designee.

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 school staff. If a student is suspended without this conference, both the parent/guardian and student will be notified by the principal or his/her designee by telephone or in person of the student's right to return to school for the purpose of a conference.

At the conference, the pupil is informed of the reason for the disciplinary action and the evidence against him or her and is given the opportunity to present his or her version and evidence in his or her defense. This conference is held within two 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 school officials. Reinstatement of the suspended pupil is not contingent on attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the principal or his/her designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian is notified in writing of the suspension and the date of return following suspension. This notice states the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, may not exceed five consecutive school days per suspension and not exceed twenty total school days per academic year, consistent with any procedures applicable for special education students.

Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited in writing by the principal or designee to a suspension conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the school has determined a suspension period will be extended, such extension will 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 is made by the principal or his/her 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.

Suspension Appeal Process

During the required parent conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

1. To initiate an appeal, the student or parent or guardian must contact the assistant superintendent in writing from the day of suspension to five (5) school days following the last day of the student's suspension.
2. The assistant superintendent or designee will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The assistant superintendent or designee will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
3. Based on the information submitted or requested, the assistant superintendent or designee may make one of the following decisions regarding the suspension within five (5) school days following receipt of an appeal:
 - a. Uphold the suspension
 - b. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at ICMS. The Charter School would be responsible for promptly updating any reports to LAUSD and the State through CALPADS.
 - c. Determine that the suspension was not consistent with ICMS's suspension and expulsion policy, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information

regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Access to Education During Suspension

When students are suspended, teachers will provide homework for them that will ensure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed. Students will continue to have access to their lessons, assignment, and tests during any extended suspensions, pending an expulsion hearing.

Rules and Procedures Pending Expulsion Process Outcome

When recommended for expulsion by the principal, a suspension may be extended through the expulsion hearing process at the principal's or designee's discretion. Determination will be made by the principal or designee if the pupil poses a threat or danger to others, and will be consistent with the limitations set forth above. Teachers will provide homework for them that will ensure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.

Expulsion Procedures

Authority to Expel

A student may be recommended for expulsion by the principal. Unless the student's parent makes a timely request for an expulsion due process hearing, the principal's determination is final. The parent(s) or guardian(s) of a student will have ten days from issuance of a written notice of the principal's recommendation for expulsion to file a written request for an appeal hearing to be presided over by the assistant superintendent or administrative panel as described below. If no appeal is requested, the expulsion becomes final as of the 11th day following the principal's recommendation for expulsion. The written appeal request letter must be sent to the assistant superintendent.

Expulsion Procedures

The hearing, if requested, will be held in a private setting (complying with all pupil confidentiality rules under FERPA) within 30 school days after the superintendent determines that the pupil has committed an expellable offense.

Written notice of the hearing will be provided to the student and the student's parent/guardian at least ten calendar days before the date of the hearing with a follow-up phone call by the day after the written notice is mailed. Upon mailing the notice with return receipt requested (or via another tracking mechanism), it will be deemed served upon the pupil.

The notice will include:

1. The date, time and place of the expulsion appeal hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's rules or policy that relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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 inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. Procedures for requesting any reasonable accommodations and/or language support necessary for the expulsion hearing.

A pupil may be expelled by the superintendent, following a hearing before the assistant superintendent or an administrative panel appointed by the assistant superintendent consisting of at least three certificated staff members who are neither a teacher of the pupil nor a member of Ingenium School's Board of Trustees. The superintendent may expel any pupil found to have committed an expellable offense. The student will return to ICMS if not expelled.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 will be examined only by the administrative panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, will 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-day notice of his/her scheduled testimony, (b) have up to two 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 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 assistant superintendent or the administrative panel, the complaining witness will be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The assistant superintendent or the administrative panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The assistant superintendent or the administrative panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the assistant superintendent or the administrative panel from removing a support person whom the assistant superintendent or the administrative panel finds is disrupting the hearing. The assistant superintendent or the administrative panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.
7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The assistant superintendent or the administrative panel member presiding over the hearing will 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 assistant superintendent or the administrative panel will admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing will preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the hearing 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 will 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 hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness will 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 will 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.

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 recommendation by the assistant superintendent or administrative panel to expel must be supported by substantial evidence from the hearing that the student committed an expellable offense. Findings of fact issued by the assistant superintendent or administrative panel in support of its recommendation to expel will be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel will be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the expulsion 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 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 will have the right to have his or her testimony heard in a private setting.

Within ten (10) school days from the date of the hearing, the final recommendation of the administrative panel or the assistant superintendent will be in the form of written findings of fact and a written recommendation to the superintendent who will make a final determination regarding the expulsion within three (3) school days from receipt of the final recommendation.

If the superintendent decides against expulsion, the pupil will immediately be returned to ICMS.

Written Notice to Expel

The final decision by the superintendent will be made in writing, and the written notice of the decision to expel, including the written findings of fact, will be sent to the student or parent/guardian within ten school days following the conclusion of the hearing. This notice will also include the following: (a) notice of the specific offense(s) 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 school.; and (c) information regarding appeal rights and process; and (d) information regarding reinstatement eligibility.

The principal or designee will send a copy of the written notice of the decision to expel to the authorizer. This notice will include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

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

Record of Hearing

A record of the hearing will 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. A copy of the record will be provided to student or parents/guardians within ten business days of a written request.

Expulsion Appeal Process

To initiate an appeal, parent or guardian must contact the assistant superintendent in writing within ten days of the date of the written decision to expel.

An Ingenium Schools principal who was not involved in the original expulsion will gather information from the site principal, student, parent or guardian to verify that the school followed appropriate due process and all applicable procedures. This uninvolved principal will then present the case to an expulsion appeals panel that does not consist of any original administrative panel members. This expulsion appeals panel will consist of at least three certificated staff members not employed at the Charter School who are neither a teacher of the pupil or a Board member of Ingenium School's governing Board. The expulsion appeals panel will be appointed by the chair of the Ingenium Schools Board of Trustees or another trustee appointed by the chair. The determination of the expulsion appeals panel will be based on the complete written transcription and findings of the original expulsion proceedings. The appeal is not a second evidentiary hearing, meaning that the appeals panel will not be hearing evidence de novo, but will review the record and findings from the hearing. The expulsion appeal panel will have up to fifteen days to conduct its review and make a decision on the appeal.

Based on its review of the complete written transcription and findings of the original expulsion proceedings, the expulsion appeals panel may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion
2. Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the

student's permanent record, or shared with anyone not directly involved in the proceedings.

The uninvolved principal will contact the family via telephone or in person and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision will also be mailed to the ICMS principal.

Post-Expulsion Support

ICMS will be responsible for the appropriate interim placement of students during and pending the completion of ICMS's student expulsion process and will facilitate the post-expulsion placement of expelled students.

Parents/guardians of pupils who are expelled will be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The school will 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.

Rehabilitation Plans

Students expelled from the school will be given a rehabilitation plan upon expulsion developed by the principal or designee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission. The process for reinstatement shall include review of the rehabilitation plan by the superintendent and/or Board, a meeting with the student and parent, and evaluation of the Charter School's capacity at the time of the request for reinstatement.

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.

Ingenium Charter Middle School teachers and certificated administrators shall be a part of the State Teachers’ Retirement System (STRS). The Ingenium Schools business manager will be responsible for ensuring that appropriate arrangements for STRS coverage have been made and will be sustained for all eligible certificated employees during their employment at ICMS.

ICMS will continue STRS participation for the duration of ICMS’s existence under the same CDS code.

Non-certificated employees will be covered by Social Security. The Ingenium Schools business manager will be responsible for ensuring that appropriate arrangements for Social Security coverage have been made and will be sustained for all eligible non-certificated employees during their employment at ICMS.

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.

No student may be required to attend ICMS. The parent or guardian of each student enrolled in ICMS will be informed on admissions forms that the student has no right to admission in a particular school of a local education agency as a consequence of enrollment in ICMS, except to the extent that such a right is extended by the local education agency.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Ingenium Charter Middle School
c/o Principal
7330 Winnetka Ave.
Winnetka, CA 91306

- 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

Ingenium Charter Middle School
c/o Principal
7330 Winnetka Ave.
Winnetka, CA 91306

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties

are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, 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 Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School

understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Identification of Closure Agent

In the event that the Charter School closes, the closure agent will be the Charter School's principal.

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.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in

and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible

for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] 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 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, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval 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 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

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹⁷

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

¹⁷ 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.

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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, 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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified

Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Ingenium Charter Middle School
c/o Principal
7330 Winnetka Ave.
Winnetka, CA 91306

- 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

Ingenium Charter Middle School
c/o Principal
7330 Winnetka Ave.
Winnetka, CA 91306

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, 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 Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] 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 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 whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,

- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)