



A Proposed Public TK-8 School located in Watts, California



CHARTER PETITION FOR FIVE-YEAR TERM

July 1, 2020, through June 30th, 2025

**Respectfully submitted to the
Los Angeles Unified School District**

**On
August 20th, 2019**

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Invictus Leadership Academy (also referred to herein as “Invictus,” “ILA,” 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 measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be



submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

General Information

GENERAL INFORMATION	
• The contact person for Charter School is:	<i>Dr. LaTonya Derbigny</i>
• The contact address for Charter School is:	<i>9920 Compton Ave, Los Angeles, CA</i>
• The contact phone number for Charter School is:	<i>424-888-2512</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>90002 and 90059 Watts, CA and bordering neighborhoods</i>
• This location is in LAUSD Board District:	<i>7</i>
• This location is in LAUSD Local District:	<i>South</i>
• The grade configuration of Charter School is:	<i>TK-8</i>
• The number of students in the first year will be:	<i>124</i>
• The grade level(s) of the students in the first year will be:	<i>TK-5</i>
• Charter School's scheduled first day of instruction in 2019-2020 is:	<i>August 20th, 2020</i>
• 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.)	<i>586</i>
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:00am to 3:00pm</i>
• The term of this Charter shall be from:	<i>July 1, 2020 to June 30, 2025</i>

Invictus Leadership Academy ("Invictus," "ILA," or "Charter School") will be a TK-8 public school in the Watts community of South Los Angeles. We have heard the call for alternative education options for the children of Watts. In response, Invictus will offer a **personalized, project-based** learning experience rooted in **character and leadership development** with an emphasis on STEAM-based 21st century learning, while concurrently offering a rigorous, standards-based education that will deliver strong academic performance, particularly among students from underserved subgroups. The foundation set at Invictus will help Watts children go on to excel in college-preparatory high schools and enroll in competitive universities, well prepared to succeed in post-secondary education and the new 21st century economy.

Community Need for Proposed Charter School

Invictus Leadership Academy has been designed to support the South Los Angeles community of Watts, as well as the bordering neighborhoods of the Southgate, Lynwood, Florence-Graham, and Willowbrook. Watts is still a primarily working-class neighborhood, with a population of approximately 45,000 people of which 37% are under the age of 18.¹ Watts has become a predominantly Latino neighborhood with a significant African American minority—74% of residents are Latino, and 24% are African American—and it remains one of the most impoverished and dangerous neighborhoods in Los Angeles despite falling crime rates since the 1990s.² The median household income for Watts residents (\$29,288) is nearly half of that for Los Angeles (\$51,538), a result of historically low high school graduation rates and lower-than-average educational attainment. Only 5% of the adult population in Watts has earned a Bachelor's or higher degree; almost half the adult population (48.5%) has not completed high school.³ Average school test scores in Watts are more than 50% lower than the Los Angeles Unified

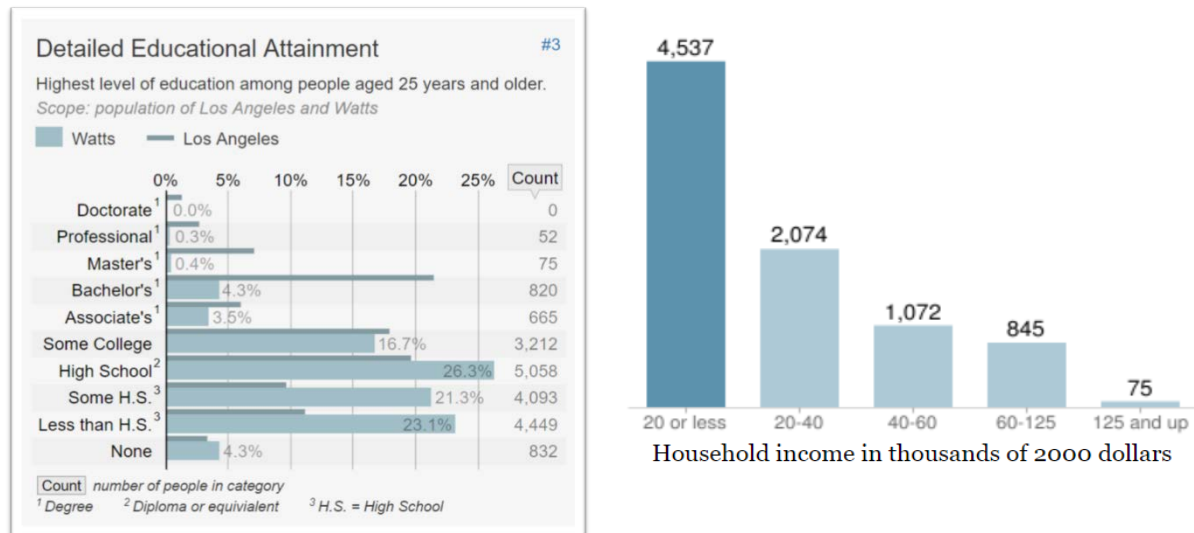
¹ <https://www.niche.com/places-to-live/n/watts-los-angeles-ca/residents/>

² statisticalatlas.com/neighborhood/California/Los-Angeles/Watts/Race-and-Ethnicity

³ Ibid.

School District averages for elementary and middles schools.⁴ The income per capita is 67% lower than the national average, and the unemployment rate is 110% higher than the national average.⁵

Watts Educational Attainment from Areavibes



Nearly every district and charter public school in Watts, our target neighborhood, performs in California's bottom 10% performance band.⁶ The average achievement in ELA and Math for Watts schools shows only 19% and 17% of students, respectively, testing at grade-level (Grades 3-8, 2018).⁷ Directly correlated with these educational outcomes is the fact that Watts is a community of historical (and nationally/world-recognized) pervasive social inequities of unsafe housing, few livable wage jobs, limited access to healthy foods, high crime rates, gang presence, and a pipeline to prison for boys of color. The continued failure of our schools to educate all children costs America more than one trillion dollars in lost revenue,⁸ and for students in the achievement gap, ineffective schools almost guarantee undesirable outcomes which include dropping out of high school, incarceration, and underemployment.⁹

Further exacerbating the educational needs of Watts, is the ongoing struggle of South-Central Los Angeles neighborhoods with gentrification. Sonksen¹⁰ notes that skyrocketing rents and property values along with new condo developments are pushing out families of color that have historically called Watts home. Those that remain are having increasing difficulty with successfully meeting their financial obligations. Ironically, Watts was one of the few neighborhoods African Americans were permitted to live and purchase homes (through "redlining") during the mid-1900s.¹¹ Now through a perfect storm of external pressures that include Metro's expansion and neighboring communities pursuing economic development (building stadiums and pursuing employers), Watts is home to very few livable wage industries/jobs and

⁴ Ibid

⁵ Ibid

⁶ Data from the California Department of Education 2018, <https://caaspp.cde.ca.gov/sb2018/default>

⁷ Data from the California Department of Education 2018, <https://caaspp.cde.ca.gov/sb2018/default>

⁸ <https://assets.mckinsey.com/~media/BAB489A30B724BECB5DEDC41E9BB9FAC.ashx>

⁹ Miller, L. (2010). High drop-out rate helps drive crime. Philadelphia Tribune, P. 1B, 3B. Retrieved fr Forte, A., & Fowler, P. (2009). Participation in interprofessional education: An evaluation of student and staff experiences. *Journal of interprofessional care*, 23(1), 58-66.

om Ethnic News Watch (ENW). (Document ID: 2084633401)

¹⁰ <https://www.kcet.org/shows/city-rising/the-history-of-south-central-los-angeles-and-its-struggle-with-gentrification>

¹¹ See, e.g., Gomer, J., Housing and the Racial Wealth Gap: A Historical Overview, Sept. 4, 2018, <https://www.kcet.org/shows/city-rising/housing-and-the-racial-wealth-gap-a-historical-overview>.



is over-run with low-income housing projects. Watts also has an extremely high incidence of open child protective service cases. For example, while speaking with a pastor within the community, he noted that 80% of the children living in the Watts Arms Housing project have an active child services case.

As a fourth-generation Watts resident, Invictus founder, Dr. LaTonya Derbigny, has an intimate knowledge of this evolving neighborhood. She also has more than 20 years of experience improving student outcomes in urban communities. Dr. Derbigny is a former chemist turned educator that has served families in the following capacities: middle and high school math teacher, middle school administrator in the Grant Joint Union High School District, principal in the Twin Rivers Unified School District, Director of School and Student Accountability in the Vallejo Unified School District, and Assistant Superintendent of Instruction in the Pittsburg Unified School District. Dr. Derbigny is extensively experienced in raising student achievement in classrooms, schools, and districts; increasing one school 50 points (API) in a single year. She is a master teacher, has successfully led teams, and launched many successful educational innovations (including English Learner reforms, district-wide discipline reforms, Restorative Justice, and TK-8 STEAM project-based learning).

Building upon her knowledge and network, Dr. Derbigny and the Invictus founding board embarked on community engagement and design-thinking campaign over the past two years to more deeply understand our target community (parents and young students) and co-designed Invictus together with these stakeholders.

As part of the first stage of this effort, the Invictus team engaged in a series of empathy interviews (15 parents and three community members) and listening sessions (two groups of 15+ parents) and attended multiple Watts Neighborhood Council meetings. Parent and community interviews were conducted through recruitment efforts at local houses of faith, shopping centers, and parks within Watts.

The second stage of engaging stakeholders in designing our new school involved conducting several “pop-up” events to test various aspects and assumptions about the school model, as well as receive community input and feedback. Several pop-ups were held at Ted Watkins Community Center/Park in Watts, in partnership with the Los Angeles Department of Parks and Recreation. One event introduced a leadership project that involved math, writing, and career exploration tied to community issues identified by the 62 student participants in Grades 2-7. We collected post-event surveys from some participants (48 student, 51 parent, and three community leaders) regarding the pop-up school experience, impressions about the content, and parental perceptions of how impactful the learning experience was on their child's thinking about careers. We learned that character development and leadership were elements of the pop-ups that both parents and students liked and desired. Through this input, we made character and leadership the anchoring theme of Invictus.

Student responses to social justice questions posed during these events were heart-breaking affirmations of how pervasive poverty, abuse, and violence is within our target community. Several participating students identified “poverty,” “child abuse,” and “fighting/killing” (violence) as a few of the most important things they would like to solve.

Across these community conversations, the following themes emerged as parental/guardian concerns: Safety, caring teachers and school environment, challenging academics to ensure college-readiness. Notably, the community members (not parents of school-age children) and clergy we interviewed cited extreme child abuse, poverty, and intergenerational school failure as critical concerns.

These community engagement efforts have enabled us to build a strong base of support for Invictus. We collected signatures in support of our charter petition; we dialogued with more than 100 parents about their aspirations, satisfaction with local school options, and their interest in a leadership-themed school for their children. Our discussions and parent signature collection took place in shopping centers, assemblies of faith, parks, and fast-food restaurants in the Watts community. During these outreach efforts, parents repeatedly asked when the school would open and where the school would be located, with many parents/guardians requesting that Invictus open in Watts since many continue to transport their children out of the neighborhood for better educational opportunities for their children.

How Invictus Will Meet The Needs of the Community

In considering the prevailing academic and economic challenges of the community and the long-standing climate of poverty and violence in Watts, the Invictus team engaged in a series of house meetings, 1:1 empathy interviews, and daylong “pop-up” school events to actively solicit the input of parents, students, and other stakeholders. Beyond the widespread acknowledgment of the need for more access to high-quality educational experiences, this community feedback surfaced the desire for a more secure pathway to livable wage jobs – jobs that typically require college/trade school education. Invictus will meet the needs of our target community by providing students with an instructional foundation defined by 1) character and leadership development; 2) project-based STEAM learning, and 3) personalization. These three core elements of the Invictus model are designed to provide an educational option in South Los Angeles that prepares students for the accelerating wave of the 4th Industrial Revolution:

We’re on the cusp of the Fourth Industrial Revolution, or Industry 4.0. It’s quite different than the three Industrial Revolutions that preceded it—steam and water power, electricity and assembly lines, and computerization—because it will even challenge our ideas about what it means to be human. The Fourth Industrial Revolution describes the exponential changes to the way we live, work, and relate to one another due to the adoption of cyber-physical systems, the Internet of Things, and the Internet of Systems. As we implement smart technologies in our factories and workplaces, connected machines will interact, visualize the entire production chain and make decisions autonomously. This revolution is expected to impact all disciplines, industries, and economies. While in some ways it’s an extension of the computerization of the 3rd Industrial Revolution (Digital Revolution), due to the velocity, scope and systems impact of the changes of the fourth revolution, it is being considered a distinct era. The Fourth Industrial Revolution is disrupting almost every industry in every country and creating massive change in a non-linear way at unprecedented speed.¹²

At this critical time, when an estimated 5 million jobs will be eliminated through artificial intelligence and automation,¹³ only those equipped with a skill set to solve novel problems and utilize technology will be able to compete in our increasingly global job market. To address this critical 21st century need in one of the most historically underserved communities in California, Invictus Leadership Academy proposes to offer an exceptional educational option for young students and families in Watts that is designed from the ground up to improve readiness for the Fourth Industrial Revolution.

Our instructional model will accelerate academic achievement in critical core subject areas through hands-on, engaging, and interdisciplinary project-based learning and personalization to meet each student’s needs. Our focus on character education and leadership will link social activism and leadership to STEAM learning, designed to focus on 21st century skill sets. One example of this is Invictus’ teacher-designed, community-based Justice in Action Missions, from which the output of student-led interdisciplinary projects will be presented to local civic leaders. Through our program, Invictus students will develop an enhanced 21st Century skill set (described later in this petition) that will help end the cycle of poverty for themselves and their families.

Invictus Leadership Academy will serve the intent of the Charter Schools Act through our governance structure and innovative instructional model that facilitates each aspect of the Act’s intent:

(a) Improve pupil learning by engaging our underserved students in learning that is exciting and meaningful to them, with interdisciplinary, collaborative, and hands-on engagement that fosters active, rather than passive learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving through a personalized, differentiated approach that meets each student at the place s/he needs, rather than expecting the children to adapt to the school/teacher.

¹² <https://www.forbes.com/sites/bernardmarr/2018/08/13/the-4th-industrial-revolution-is-here-are-you-ready/#672cc613628b>

¹³ <https://www.weforum.org/press/2016/01/five-million-jobs-by-2020-the-real-challenge-of-the-fourth-industrial-revolution/>

(c) Encourage the use of different and innovative teaching methods with an emphasis on the development of 21st century skills and attributes such as character, leadership, critical thinking, and problem-solving.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site through intensive professional development and coaching that grows our teachers as skilled professionals who have the autonomy to meet their students' specific needs.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system by engaging stakeholders – parents, students, teachers/staff and community members in designing and continuously improving the school model and specific programs via stakeholder input.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems through ambitious goals for students and schoolwide achievement that is continuously tracked via multiple measures that enable our hard-working staff to refine and improve to meet students' needs.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools through a focus on designing a school to meet the needs of the 4th Industrial Revolution rather than trying to adjust outdated models rooted in the 1st and 2nd industrial revolutions that occurred more than 100 years ago. Invictus will welcome collaboration with neighboring schools as we push innovation.

Invictus Leadership Academy is aligned to the District's mission, vision, and strategic goals. ILA's focus on preparing students to become leaders and successfully compete in the 4th Industrial Revolution is strongly aligned to both LAUSD's Mission of "*Embracing our diversity to educate L.A.'s youth, ensure academic achievement and empower tomorrow's leaders. We are L.A. Unified,*" and vision proclaiming that "*L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.*"

ILA's outcome goals (listed later in Element 1) are at least as rigorous as LAUSD's "Destination Graduation" goals for PK-8 students:

- 1. Mastery of the CA Preschool Learning Foundations Language and Literacy benchmarks.*
- 2. Reading to Instructional Level (K-2nd grade) – Students will read at or above their instructional level by the end of 2nd grade.*
- 3. Reading Proficiency – Students in grades 3-5 will meet or exceed standards at grade level on the Smarter Balanced Assessments.*
- 4. Math Proficiency – Students in grades 3-5 will meet or exceed standards at grade level on Smarter Balanced Assessments. Middle Grades*
- 5. Reading Proficiency – Students in grades 6-8 will meet or exceed standards at grade level on the Smarter Balanced Assessments.*
- 6. Math Proficiency – Students in grades 6-8 will meet or exceed standards at grade level on Smarter Balanced Assessments.*

Founding Team Biographies

The key for enabling Invictus to meet the needs of the Watts community is a founding leadership team comprised of deep community roots, educational expertise, and on-the-ground knowledge. We are a diverse group of parents, educators, and community members who have, through years of research and community organizing, developed a shared vision for how Invictus will help shape young lives in preparation for the demands of the 4th Industrial Revolution.



Dr. LaTonya Derbigny (Founder, Executive Director) - is a former chemist turned educator with more than 20 years of experience teaching and leading traditional public schools within highly diverse urban communities. Dr. Derbigny is a third-generation resident of Watts, a former Assistant Superintendent of Instruction at Vallejo City Unified School District, and an experienced educator that has improved student achievement in classrooms, schools, and districts. She has notably raised one school 50 points (API) in a single year and facilitated far-below grade level students into proficiency within a single year. She is a master teacher, has successfully led teams, and launched multiple successful educational innovations (including English Learner reforms, district-wide discipline reforms, Restorative Justice, and TK-8 STEAM project-based learning).

Robert Thrash (Board President) – is the Director of Pupil Services for ISANA Academies, a charter school with multiple locations within urban communities in the Los Angeles area. He is an innovative and forward-thinking educator with nearly 20 years of experience working in urban schools in the Los Angeles area. He has taught in traditional public schools and has experience in educational leadership in multiple charter schools and providing academic counseling at urban charter schools. He is a passionate educator focused on the cognitive, social, and emotional growth of students. He is also a focused professional experienced in the start-up, expansion, governance, and operation of charter schools. Mr. Thrash has earned a Bachelor of Arts in Human Development (emphasis in English) from Azusa Pacific University, and a master's degree in Education from Azusa Pacific University. Additionally, Mr. Thrash is currently completing a Doctorate in Educational Leadership at the University of Southern California.

Austin Dragon (Board Vice President) – is a former Chief Deputy to a Los Angeles School Board President. Mr. Dragon is currently a board member of Speak UP Parents, a local parent advocacy organization, and Strive, an inner-city after-school academy serving the Watts community for the last 15 years. He is also a Fortune 100 corporate recruiter (20 years) for roles that are directly or indirectly related to student academic and job-readiness skills of youth. Mr. Dragon also ran for LA School Board in 1999 and worked for the then President of LA School Board, Genethia Hayes. Mr. Dragon is a native of New York, though Los Angeles has been his home for over twenty years. He is also a military veteran and went to college at the Sorbonne in Paris, France.

Eleanor Sison-Derbigny (Board Secretary) – has more than 17 years of experience in healthcare management, operations, billing, staff development, and budget management. Eleanor is a Clinic Administrator for multiple sites and oversees and manages clinic operations and staffing to ensure quality patient care. She collaborates with Supervisors and Leads to achieve service excellence and manages departmental budgets by monitoring productivity, revenue, and expenses. Eleanor also has experience supervising frontline clinic staff and instituted improvements to cycle time from appointment check-in to being seen by their provider by 20%. She is an innovative leader that collaboratively knows how to build teams that improve financial returns and customer satisfaction simultaneously. She also has a Lean Six Sigma certification (which is a methodology based on statistical analysis rather than guesswork to improve processes with unknown problems), an educational background in Information Technology and Business Administration, a Master's in Business Administration, and is pursuing a Doctoral Degree in Data Analytics. Her expertise in technology and doctoral work in data analytics would be helpful in the analysis of organizational outcomes and valuable support to the academic achievement committee. Additionally, she will be of assistance with strategic planning. Given that Eleanor is the stepmother of the current Executive Director, she has recused herself from all decisions (voting) regarding the evaluation and compensation of the current Executive Director (in alignment with the Invictus Anti-Nepotism Policy).

Myra Porrazzo (Board Treasurer) - is a Director of Medical Group Operations for Regal Medical Group, one of the largest networks of physicians and specialists in Southern California. She is a visionary leader with more than 15 years of experience facilitating positive results in complex, high-performing academic and community-based healthcare organizations. Verifiable success, planning, and directing activities that led to improved clinical and fiscal outcomes. Proficient in the areas of strategic planning, program and project development, and building high performing teams managing multi-site, multi-specialty physician practice groups. Ms. Porrazzo is passionate and dedicated to developing a culture of excellent service and improving the patient experience across the continuum of care. She is exceptionally skilled at achieving results by shifting cultural priorities, with the intent to deliver patient-centric, efficient, and effective healthcare services. Ms. Porrazzo has experience establishing organizational,



operational, and financial plans to support the organization's vision and goals, including budget and fiduciary duties for \$15 million among her assigned cost centers. Ms. Porrazzo earned a bachelor's degree in Gerontology and Sociology from Mount St. Mary's College, and a Master's in Business Administration in Health Services Management and Organizational Leadership from Mount St. Mary's College. She is also a Lean Six Sigma Green Belt certified professional that is passionate about bringing her broad experiences with managing organizations and budgets to support the improvement of the educational outcomes of the children and families that Invictus will serve.

Robin Harris (Board Member, Academic Achievement Chair) - Mrs. Harris began her educational career in 1976 in the Lynwood School District. In 1989 she worked in private Education for 13 years. She served as principal for ten of those years and received a lifetime credential. Additionally, she served on WASC Accreditation teams for ten years. In 2005 Mrs. Harris was sought by View Park Prep Accelerated Charter School. During her tenure at View Park, she led them to their highest API Score of 896 and was recognized by the Dept. of Education for academic excellence. Her final principal position was in Las Vegas, Nevada in 2011-2017. Ms. Harris earned a bachelor's degree in Health Education from San Diego State University and a master's degree in Educational Administration from National University.

Julia Ruiz (Board Member) - is a human resource administrator and has experience implementing company policies, programs, human resource practices, managing payroll, and administrating/coordinating employee benefits. She also assists with accounting duties; ISO (The International Standards Organization (ISO) in Geneva has compiled best practices for organizational management and publishes them as International Quality Standards) audits and conducts periodic I-9 audits to ensure compliance. Ms. Ruiz has a bachelor's degree from National University in Business Administration, and a Master's in Business Administration from National University. She is a self-starter, team-player, bilingual (Spanish/English), and mother of a high school student that successfully competed in an international STEAM competition recently. She brings a breadth of skills and experiences that complement the vision of Invictus and knows firsthand how powerful project-based learning can be for students.

Rosa Berumen (Board Member) - is a professional with seven years of experience working in fundraising/development field, three of those years were focused on the management of federally funded programs and grants for a healthcare organization. As a grant manager, she was responsible for managing post-award activities for various departments/programs' grants, cooperative agreements, and contracts from external funding sources (e.g., federal agencies, state agencies, private companies, and foundations). Ms. Berumen currently is a Development Manager focusing on employee and donor engagement. In 2016, she founded a workplace giving program for an organization with 3,000+ employees. In the first three years of that program, employees have pledged over \$400,000 to provide support and services to underserved populations. Through this program, she has facilitated and led volunteer events that included inviting external donors, potential prospects, and sponsors in order to engage them in fundraising efforts. Ms. Berumen has earned a bachelor's degree in English from San Diego State University, and a master's degree in Fine Arts from San Diego State University.

Robin Holmes (Board Member) – is an entrepreneur that specializes in providing comprehensive solutions to businesses and end-users with a strong emphasis on marketing and social media outreach. She has over 20 years of experience in Consultative Sales, Management, Marketing, E-Commerce Corporate Business Development, Copywriting/Editing, Events/Promotional Marketing, and Customer Training. A native of Chicago, Illinois, Robin, is intimately acquainted with the pitfalls and setbacks faced by the demographic served by the Invictus Leadership Academy.

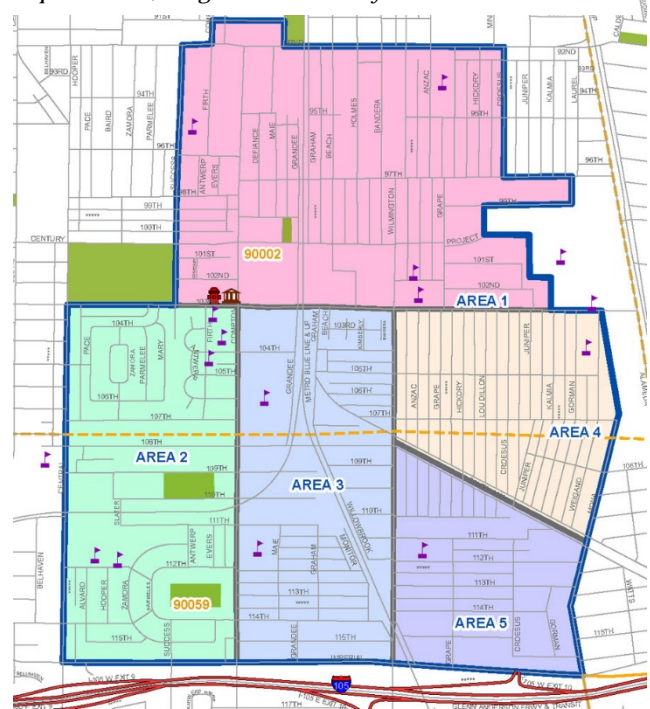
Student Population to be Served

ILA's target student population encompasses TK-8th Grade students living in Watts and neighboring communities. Staff and students will be recruited to reflect the ethnic and linguistic diversity of our targeted community. Based on demographics of the community and currently existing public schools, we anticipate our student population will be 96% low income (eligible for free and reduced lunch), 60% Latino, 40% African American, 30% English Learners, and 9% students with special needs.¹⁴

These students are mostly students of color and have expressed the following educational interests, backgrounds, or challenges, as mentioned in the community need section, students from our pop-up schools identified safety (particularly around bullying and fighting), learning being fun, and wanting more hands-on projects as being important. Notably, student responses to social justice questions during our first Pop-up School were heart-breaking affirmations of how pervasive poverty, abuse, and violence is within our targeted community and suggests that many of our students have experienced trauma and will need socio-emotional supports built into the school culture.

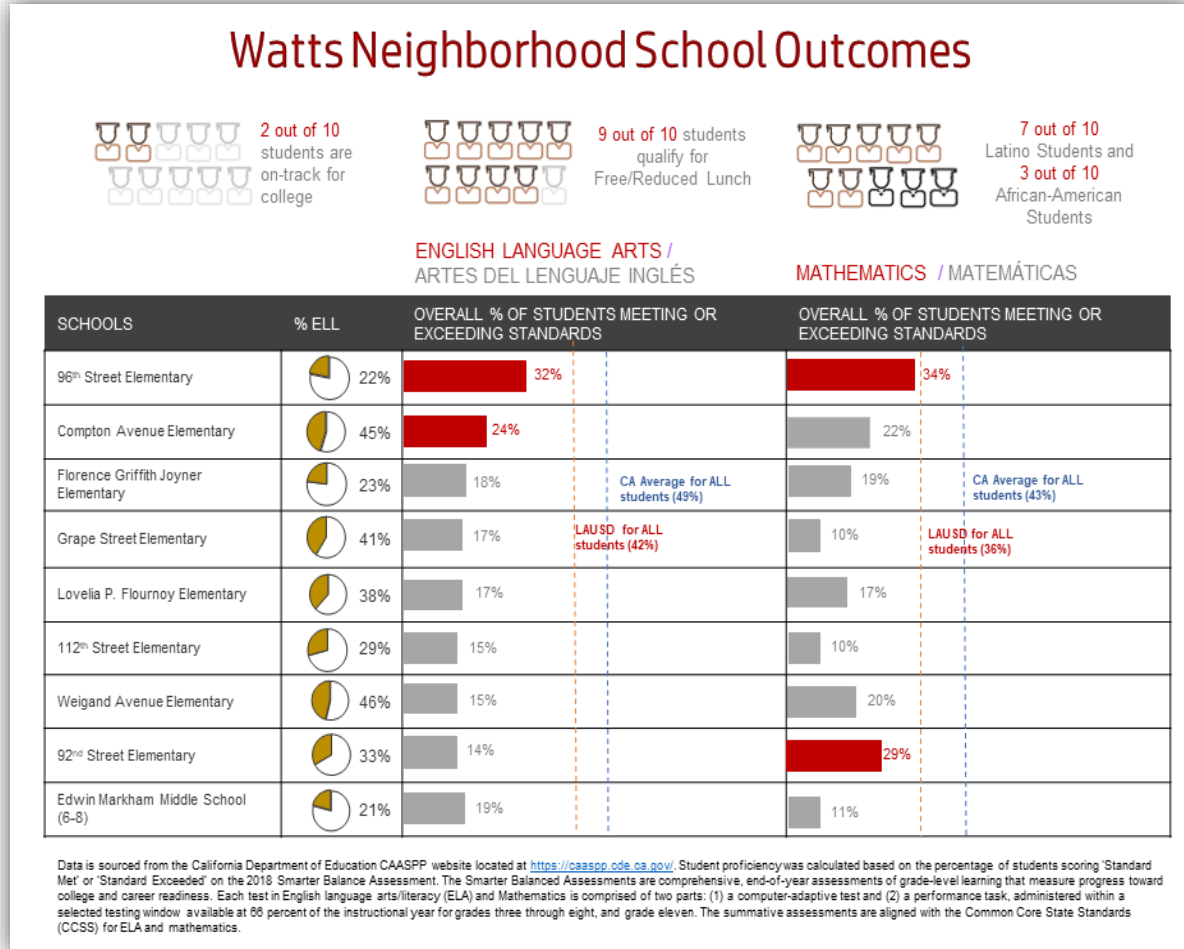
Invictus Leadership Academy proposes to be a neighborhood school for children in zip codes 90002 and 90059. While we do not yet know the exact location of our new school, we have identified 0 (zero) existing public schools serving grades TK-8 in Watts: there are nine elementary schools and one middle school. Currently, *no charter school serving grades TK-8 exists in the community*. In an effort to be a true neighborhood school, once we secure a facility, we will build upon our community engagement efforts by aggressively marketing our program within a 10-block radius of the facility. Data on existing schools indicates that 19% of elementary students, on average, Met or Exceeded grade-level standards on the 2018 California Assessment of Academic Performance and Progress (CAASPP) in English Language Arts (ELA), and 20% of elementary students meeting or exceeding standards in Math. In middle grades, 19% of middle school students in Watts are Met/Exceeded in ELA on the 2018 CAASPP, and only 11% Met/Exceeded standards in Math.¹⁵

Map of Watts, targeted community



¹⁴ Data from the California Department of Education 2018, <https://caaspp.cde.ca.gov/sb2018/default>

¹⁵ Data from the California Department of Education 2018, <https://caaspp.cde.ca.gov/sb2018/default>



Other relevant characteristics of our target student population are that seven out of ten students are Latino, three out of ten are African American, and only two out of ten students are on track for college as shown within the graphic above. In response to robust community interest, we plan to open on Day 1 with a TK-5 grade span. Based on the existing schools' data, we also anticipate that most of our students will enter the school one or more grade levels below proficiency in both ELA and Math. Thus, we are realistic about our initial years' state proficiency scores and will keenly focus on state growth scores as a key indicator of our impact; our goal is that within three years of attending Invictus, all students will reach grade-level proficiency.

Five-Year Enrollment Roll-out Plan

Invictus proposes to open in August 2020 and serve approximately 124 students in grades TK-5. We are beginning with this grade span for two reasons. First, our instructional model of using mixed-age student groupings based on their levels of mastery (like a Montessori school) will facilitate instructional differentiation and the remediation of the foundational skills we anticipate needing to address. Second, we have selected our opening grade levels based upon parent/family feedback (and interest) to have all

¹⁶ Data from the California Department of Education 2018, <https://caaspp.cde.ca.gov/sb2018/default> (Red bars represent the top two performing school within the targeted neighborhood.)



their elementary-age children attend one school. Starting in our second year of operation, one grade level will be added each year, as detailed in the chart below. The projected enrollment of Invictus once it reaches full capacity will be 586 students in 2024-25.

Enrollment Roll-Out Plan for Invictus Leadership Academy

Enrollment Roll-Out Plan for Invictus Leadership Academy					
GRADE	2020-21	2021-22	2022-23	2023-24	2024-25
Transitional Kindergarten	16	16	16	16	28
Kindergarten	28	34	56	56	56
1st Grade	16	32	56	56	56
2nd Grade	16	30	56	56	56
3rd Grade	16	30	60	56	60
4th Grade	16	30	60	60	60
5th Grade	16	30	50	68	60
6th Grade		30	46	68	70
7th Grade			42	60	70
8th Grade				60	70
Total Students	124	232	352	466	586

Goals and Philosophy

Vision

The vision of Invictus Leadership Academy is to develop students that will be self-motivated, life-long lovers of learning, college and career ready, and 21st Century Leaders with uncommon academic achievement. This vision for our students is strongly endorsed by our parents and will be shared by our staff. Interviews with parents and family members through house visits and community events confirm their desire for a school that will ensure their children are college and career ready, safe, respected, and nurtured into greatness as their highest priority.

Mission

The mission of Invictus Leadership Academy Charter School is to provide an exceptional TK-8 education that supports every child fulfilling their full academic potential.

Definition of an “Educated Person” in the 21st Century

ILA’s model is very aligned to the *Partnership for 21st Century Skills Framework* (P21). This framework acknowledges that Common Core subject matter is foundational to building the kind of skills (shown in the chart below) that an educated person in the 21st century will need to be better prepared for the 4th Industrial Revolution. These skills include adaptability, critical thinking, problem solving, communication, collaboration, and creativity. Educated persons should also be self-motivated, life-long learners, and be able to embrace cultural, ethnic, and social differences in the face of rapid global change. Together, these skills form the foundation that will ultimately enable our learners to be college- and career-ready.

P21 Skills supported by CCSS and 21st Century Themes		
Life and Career Skills	Learning and Innovation Skills	Information, Media, and Technology Skills
Flexibility and Adaptability	Creativity and Innovation	Information Literacy
Initiative and Self-Direction	Critical Thinking and Problem solving	Media Literacy
Social and Cross-Cultural Skills	Communication and Collaboration	Information, Communications, and Technology Literacy
Productivity and Accountability		
Leadership and Responsibility		

Invictus takes seriously our goal of equipping South Los Angeles students to successfully compete for livable wage jobs in the future---to develop “educated” people in the 21st Century. Right now, we see a tale of Two Americas: one of white privilege fueled by compounding generational wealth, and one of deep struggle, rooted in historical inequities that continue to suppress opportunity and access. With the acceleration of technologies such as artificial intelligence and robotics, the gaps between these Two Americas is likely to widen. Invictus Leadership Academy is designed to empower students in Watts with the P21 skills and dispositions so that they can compete and succeed in a rapidly changing world. ILA’s focus on leadership/character development and integrated project-based learning (described later in Element 1) will provide our students with increased resilience and learning opportunities that extend beyond gaining basic academic skills and performing well on high-stakes tests. Together, we believe these skills will distinguish our graduates as they pursue jobs of the future that don’t yet exist.

Ironically, children in Watts, who largely grow up in physically and emotionally dangerous environments, are deeply resilient already, having learned to survive amid the perils of gangs and drugs. They are scrappy, aware of their surroundings, and learn how to read people: they quickly learn who is safe and who is not. The founder of Invictus knows this firsthand. We believe in harnessing and growing this resilience and emotional intelligence to cultivate independent thought and adaptability.

In looking ahead to what the world of work will look like, we are reminded of the critical importance of science, technology, engineering, and mathematics skills (STEM). The Bureau of Labor Statistics estimates that by 2022 California will have 1.2 million STEM jobs, the largest STEM workforce of our nation.¹⁷ Poor math achievement is perhaps the single most important problem that urban schools must solve to adequately prepare students for the kinds of jobs that will exist when they become adults. As our economy and the job market increasingly become global, a failure for our students to master math is a plan that guarantees their denied access to the fastest growing sectors of the job market. Students and families in our community will benefit from greater access and exposure to Science, Technology, Engineering, Arts and Mathematics (STEAM) learning opportunities, particularly the kinds of hands-on, project-based explorations of real-world issues that Invictus will provide. These experiences will be deeply rooted in exposure to and use of technology, the medium through which students will develop information, media, and technology skills.

With the increasing automation of routinized jobs, the long-term implications of urban students not being adequately prepared to compete is a critical issue. Invictus aims to break this narrative in Watts.

How Learning Best Occurs

Invictus believes that learning best occurs when the following components are in place:

1. Instruction is personalized to meet the needs of students.
2. Students see themselves as leaders and change agents within their community.
3. Students are engaged in instruction that is inquiry-driven, that fosters deep thinking and real-world problem solving.

¹⁷ <https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future/home.htm>

4. Data informs all that we do as a learning organization: including teaching, professional development, lesson planning, and systems development.

Invictus' educational program operationalizes the previously listed components through the following three innovative pillars of our model: **personalization**, **leadership development**, and **project-based STEAM**. And lastly, our trimesterly review of student outcomes with all stakeholders with their input will facilitate our data collection and cycle of continuous improvement as a learning organization.

We also have incorporated research-based instructional strategies and structures to help facilitate our goal of building exceptional academic skills while addressing the unique socio-emotional needs of our targeted student population. ILA's instructional design was also influenced by observing the previously mentioned instructional practices at several high performing schools in California. Many of these best practices were observed through site visits to multiple successful California schools in Los Angeles (Renaissance Arts Academy and Ad Astra) and in Northern California (Urban Montessori, Design Tech, and The New School of San Francisco.)

Personalization (PL)

ILA believes that every student's education should be tailored to fit his or her needs (i.e., personalized) to ensure that regardless of how much academic knowledge and/or social capital students enter our school with, they all will be provided with an education that prepares them to successfully contend for the jobs of the future.

Personalized learning (PL) is a personalized pedagogy that allows each student to work at their own pace and helps each child feel and be successful at school.¹⁸ Across the country, PL is increasingly being recognized as a strategy that helps to close achievement gaps¹⁹, increase student engagement²⁰, and build student agency.²¹ Researchers have found that while PL has been useful in closing the achievement gap, it is implemented much less often with low-income and students of color.²² ILA proposes to facilitate personalization by differentiating instruction and implementing discrete opportunities for our students to engage in mastery learning.

A) Differentiated Instruction

Differentiated Instruction is a widely known theory where the instruction provided to students is adapted to the needs and strengths of each student. Differentiated instruction has been found helpful in closing achievement gaps and allows for individual student academic needs to be addressed.²³ Researchers have also found that differentiated instruction is an effective way of meeting the needs of diverse student populations within a single classroom; especially students that are English learners, those with special needs, and those at risk for failure.²⁴ ILA teachers will not only provide students with strategically situated differentiated learning opportunities but will also facilitate student engagement with mastery learning opportunities.

¹⁸ Horn, M. B., & Staker, H. (2011). The rise of K-12 blended learning. *Innosight institute*, 5.

¹⁹ Balfanz, R., & Byrnes, V. (2006). Closing the mathematics achievement gap in high-poverty middle schools: Enablers and constraints. *Journal of Education for Students Placed at risk*, 11(2), 143-159

²⁰ West, D. M. (2013). Mobile learning: Transforming education, engaging students, and improving outcomes. *Brookings Policy Report*, 9, 1-7.

²¹ Richardson, W. (2012). Preparing students to learn without us. *Educational leadership*, 69(5), 22-26

²² Darling-Hammond, L., Friedlaender, D., & Snyder, J. (2014). Student-centered schools: Policy supports for closing the opportunity gap. *Policy Brief from Stanford Center for Opportunity Policy in Education*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/scope-pub-studentcentered-policy.pdf>.

²³ Beecher, M., & Sweeny, S. M. (2008). Closing the achievement gap with curriculum enrichment and differentiation: One school's story. *Journal of advanced academics*, 19(3), 502-530.

²⁴ Lawrence-Brown, D. (2004). Differentiated instruction: Inclusive strategies for standards-based learning that benefit the whole class. *American secondary education*, 34-62. Macready, T. (2009). Learning social responsibility in schools: A restorative practice. *Educational Psychology in Practice*, 25(3), 211-220.

B) Mastery Learning

The basic premise of mastery learning is that virtually all students can master what is taught in school when given adequate time to master a concept.²⁵ Mastery learning is associated with improved student learning outcomes and enhanced student engagement.²⁶ ILA will facilitate mastery learning opportunities by flexibility grouping students (based upon their instructional needs, as opposed to grade level, i.e., mixed-age grouping) during centers and differentiation time (within our instructional minutes' chart). This structure will provide all ILA students with the time they need to master key concepts and normalize help-seeking (a previously mentioned emotional barrier for older students). ILA will also use mixed-age grouping during our differentiation times to provide remediation and acceleration based upon student needs.

Researchers have also found that mixed-age grouping also creates a structure to implement peer-assisted learning interventions which²⁷

"...were most effective with younger, urban, low-income, and minority students. Interventions that used interdependent reward contingencies, ipsative evaluation procedures, and provided students with more autonomy had higher Effect Sizes."

C) Blended Learning (Computer-mediated instruction)

ILA will also personalize instruction through Blended learning which combines face-to-face instruction with computer-mediated instruction²⁸, and thereby expands a teacher's capacity to individually differentiate instruction for students based upon their strengths and needs. Researchers have found that supplemental instruction utilizing computer programs can result in enhanced literacy and is an effective way of providing targeted literacy remediation,²⁹ and math skill remediation.³⁰

D) Learning Portfolios

ILA will utilize learning portfolios (which we call "learning passports") to record student progress and mastery of their personalized learning paths. Researchers have found that the use of student portfolios to track academic growth and the achievement of goals has a positive impact on student outcomes.³¹ Furthermore, the use of student learning portfolios has a positive impact on student agency.³²

Leadership Development

Invictus believes that our leadership theme is a critical component of what urban students particularly need more of to successfully navigate their current world and the future world of work. ILA's leadership framework is composed of four research-based elements that will help facilitate our desire to build college

²⁵ Block, J. H., & Anderson, L. W. (1974). Mastery learning. *Handbook on Teaching Educational Psychology*.

²⁶ Guskey, T. R., & Gates, S. L. (1986). Synthesis of research on the effects of mastery learning in elementary and secondary classrooms. *Educational leadership*, 43(8), 73.

²⁷ Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W., & Miller, T. R. (2003). Peer-assisted learning interventions with elementary school students: A meta-analytic review. *Journal of Educational Psychology*, 95(2), 240

²⁸ Graham, Charles R. "Blended learning systems." *The handbook of blended learning* (2006): 3-21.

²⁹ Hodges, T. S., & McTigue, E. M. (2014). Renovating literacy centers for middle grades: Differentiating, reteaching, and motivating. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(4), 155-160.

³⁰ De Witte, K., Haelermans, C., & Rogge, N. (2015). The effectiveness of a computer-assisted math learning program. *Journal of Computer Assisted Learning*, 31(4), 314-329.

³¹ Abrami, P. C., Venkatesh, V., Meyer, E. J., & Wade, C. A. (2013). Using electronic portfolios to foster literacy and self-regulated learning skills in elementary students. *Journal of Educational Psychology*, 105(4), 1188-1209.

³² Ibid



and career-ready leaders of the 21st century. Invictus' construct for leadership is comprised of the following components: character education, civic education, and social justice, which are exceptionally aligned to 21st century skills.

A) The Intersection of 21st Century Skills and Leadership Skills

Thought leaders recognize that the most needed skills for the jobs of the future include soft skills (i.e., leadership skills) like emotional intelligence, people management, service orientation, and sound judgment in decision-making³³, ³⁴. ILA intends to exceptionally educate our students to be authentic problem solvers, understanding that every social injustice can find its root in the failing of a character trait. This approach allows Invictus to address social issues and build leaders, even with young children by thematically exploring a social justice issue and explicitly identifying the character trait that would be a part of the solution (with our youngest students TK-3) and implicitly utilizing character education with our older students.

B) Character Education

Invictus agrees that "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education." - Martin Luther King, Jr.

While it may not seem obvious, researchers have found a positive correlation between the solid implementation of character education and high academic achievement in California Distinguished schools.³⁵ Furthermore, as technological advancements continue, the world is increasingly in need of citizens with strong ethical constitutions as moral boundaries are defined, and regulations around technological innovations are being developed.³⁶ For example, it is just good business to make a device that consumers like using, but is it exploitive to make technology addictive?³⁷ This conundrum is not an exclusively academic discussion, for there are implications that greatly affect the families of students in our target community³⁸ and it begs the question of how many students may be suffering psychologically or even academically for the sake of profitability from video games and social media.

Invictus, therefore, believes that character education is an increasingly important aspect of schooling as exponential technological advancements are raising complex ethical considerations that our students will navigate as they enter a future world filled with complicated technological advancements.³⁹

Invictus proposes to provide our students with character education in grades TK-8 to not only help them navigate our technological world but also to bring the following benefits that

³³ <https://www.crimsoneducation.org/us/blog/jobs-of-the-future>; <https://www.weforum.org/agenda/2018/06/the-3-skill-sets-workers-need-to-develop-between-now-and-2030/>

³⁴ World Economic Forum. (2016, January). The future of jobs: Employment, skills and workforce strategy for the fourth industrial revolution. In *Global Challenge Insight Report*, World Economic Forum, Geneva.

³⁵ Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of research in character education*, 1(1), 19-32.

³⁶ Grunwald, A. (2011). Responsible innovation: bringing together technology assessment, applied ethics, and STS research. *Enterprise and Work Innovation Studies*, 31, 10-9.

³⁷ Alter, A. (2017). *Irresistible: The rise of addictive technology and the business of keeping us hooked*. Penguin.

³⁸ Andreassen, C. S., Billieux, J., Griffiths, M. D., Kuss, D. J., Demetrovics, Z., Mazzoni, E., & Pallesen, S. (2016). The relationship between addictive use of social media and video games and symptoms of psychiatric disorders: A large-scale cross-sectional study. *Psychology of Addictive Behaviors*, 30(2), 252.

³⁹ Davis, K. (2012). *Ethics of Big Data: Balancing risk and innovation*. " O'Reilly Media, Inc."

researchers have found connected to character education: positive school culture,⁴⁰ self-motivation,⁴¹ self-regulation⁴², and interpersonal communication.⁴³

Invictus students will be explicitly taught positive habits and practice positive social interactions throughout the day via our selected curricula for Character Education (described in the Curriculum and Instruction section of this element). While positive character traits will be taught in isolation in the lower grades, Invictus will make an explicit connection of those traits to the social justice issues that are examined by our students during the year, which we find to be an exceptional tie not only 21st century skills but also to developing leaders skills. Lastly, Invictus students will also have authentic opportunities to connect their character education to real-life through the second element of ILA's leadership frame, civic education.

C) Civic Education

The state of California acknowledges the importance of civic education, requiring the completion of American Government or civics as a requirement for high school graduation, yet research suggests this exposure is inadequate at best.

One fundamental component of democracies is to have the participation of an educated citizenry; without this, democracy will not survive or thrive. Thomas Jefferson wrote that "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what never will be." Therefore, the ability of students to be engaged in a democracy is critical to the protection of individuals and their ability to not only advocate for themselves but to protect the democracy as a whole.⁴⁴

Unfortunately, however, researchers have found that there is a gap in the civic and political knowledge and skill base between wealthier white youth and poor non-white youth.⁴⁵ The ability to navigate political systems is particularly important for communities of color that have long-standing gross social injustices have existed so long, that they have become normalized descriptors of their community. Therefore, Invictus will equip our students with a skill set that not only empowers them to advocate and navigate political spaces for themselves, but they will be prepared to be champions in their community.

Civic education is important beyond ensuring that all students are knowledgeable about how to engage civically. Civic education has been found to be associated with multiple enhanced student outcomes, including improved student agency⁴⁶ and goal setting.⁴⁷ Furthermore, when civic education is enhanced by service-learning, the student's community is the most powerful training context for democratic citizenship.⁴⁸ For this reason, Invictus will facilitate one service-learning day (a day when our school community engages in service, one Saturday in the year) as a component of our social justice program. Invictus will also provide our students with the opportunity to engage in speech, debate, and spoken word to give our students tangible experiences with critical components of civic engagement such as public speaking, persuasive speech, and civic dialogues from differing perspectives.

⁴⁰ Pala, A. (2011). The need for character education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23-32.

⁴¹ Althof, W., & Berkowitz*, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education*, 35(4), 495-518.

⁴² Miller, T. W., Kraus, R. F., & Velkamp, L. J. (2008). Character education as a prevention strategy for school-related violence. In *School violence and primary prevention* (pp. 377-390). Springer, New York, NY.

⁴³ Devries, R. (1999). Implications of Piaget's constructivist theory for character education. *Action in teacher education*, 20(4), 39-47.

⁴⁴ Gutmann, A., & Ben-Porath, S. (2014). Democratic education. *The encyclopedia of political thought*, 863-875.

⁴⁵ Levinson, M. L. (2007). The civic achievement gap.

⁴⁶ Ehrlich, T. (1999). Civic education: Lessons learned. *PS: Political Science & Politics*, 32(2), 245-250.

⁴⁷ Bringle, R. G., & Clayton, P. H. (2012). Civic education through service learning: What, how, and why?. In *Higher education and civic engagement* (pp. 101-124). Palgrave Macmillan, New York.

⁴⁸ Ehrlich, T. (1999). Civic education: Lessons learned. *PS: Political Science & Politics*, 32(2), 245-250.

D) Social Justice in Schools

The last component of ILA's frame for leadership is the investigation of social justice. While social justice is growing in popularity as a way of embracing diversity and increasing student voice, particularly with marginalized people⁴⁹, there are specific strategies that enhance the high-quality implementation of social justice in schools. The most effective social justice programming includes these five practices within the classroom⁵⁰: acknowledge who is in the room (affirming their culture, community, and families), start with what students know, utilize tools for subject matter mastery, teachers must be honest about their own biases, utilize tools for students to think critically (even to question what the teacher facilitates).

Researchers have found that social justice programs are connected to stronger school communities⁵¹ and helping shape students to be responsible citizens that participate in society.^{52,53}

Invictus will provide explicit opportunities for students to engage in authentic 21st century learning that is tied to a real-world issue in real-time, ideally within their community. Invictus therefore will provide our students with experiential in-depth learning activities that are designed to explore our selected thematic problem for the year with the engagement of civic leaders, community members, and/or virtual partnerships with public service organizations (such as water – DWP, Ecologists, Scientists, and civic servants). This part of our framework for leadership is the foundation of our project-based STEAM explorations.

Project-Based STEAM

Nationally, urban schools and districts serving large numbers of "high needs" students are characterized by poor student outcomes which include low student achievement, poor attendance, high dropout rates, and large numbers of remediation classes^{54, 55}. While remediation classes are intended to accelerate student achievement, they often result in students becoming informally "tracked" into class schedules that prohibit their access to more advanced math and science courses⁵⁶; i.e., limited access STEAM projects and P21 skills.

Invictus has deliberately incorporated Project-based learning (PBL) to facilitate deep learning based upon the work of Mergendoller⁵⁷ and Mioduser⁵⁸ who found that students with average to low verbal ability and students with little previous content knowledge learned more in PBL classes than in traditional classes. Researchers have also found that PBL is more effective for long-term retention of science and

⁴⁹ <https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo>

⁵⁰ <https://www.edweek.org/ew/articles/2019/01/23/what-is-social-justice-education-anyway.html>

⁵¹ <https://www.edutopia.org/blog/social-justice-whole-school-approach-jeanine-harmon>

⁵² <https://www.cultofpedagogy.com/social-justice-resources/>

⁵³ Carlisle, L. R., Jackson, B. W., & George, A. (2006). Principles of social justice education: The social justice education in schools project. *Equity & Excellence in Education*, 39(1), 55-64.

⁵⁴ Miller, L. (2010). High drop-out rate helps drive crime. Philadelphia Tribune, P. 1B, 3B. Retrieved from Ethnic News Watch (ENW). (Document ID: 2084633401)

⁵⁵ Forte, A., & Fowler, P. (2009). Participation in interprofessional education: An evaluation of student and staff experiences. *Journal of interprofessional care*, 23(1), 58-66.

⁵⁶ Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223-235

⁵⁷ Mergendoller, J. R., Maxwell, N. L., & Bellissimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *Interdisciplinary journal of problem-based learning*, 1(2), 5.

⁵⁸ Mioduser, D., & Betzer, N. (2008). The contribution of Project-based-learning to high-achievers' acquisition of technological knowledge and skills. *International Journal of Technology and Design Education*, 18(1), 59-77.

math skills and is especially useful in closing the achievement gap for lower achieving students.^{59, 60, 61} In fact, Geier found that participating in PBL helped urban African-American boys close a gender achievement gap.⁶² Furthermore, research indicates using interdisciplinary or integrated curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for learners.⁶³ ILA's interdisciplinary approach of using PBL will highlight the real-world relevance of each core subject and further expand our students' lexicon of potential STEAM careers. Our students are expected and will be pushed to tap into their curiosities to explore the world around them and imagine solutions to novel problems that our world/community faces.

*"The real-world focus of PBL activities is central to the process. When students understand that their work is ultimately valuable as a real problem that needs solving, or a project that will impact others, they're motivated to work hard. Ed Gragert, director of iEARN, which offers PBL projects that address local, national, and global issues, believes that collaboration, interactivity, and a clear outcome that "improves the quality of life on the planet" really speaks to kids. "By demonstrating that they can make a difference in even a single life, students are motivated and empowered to carry their experiences into lifelong community and global service," he says. In addition to teaching core content and raising awareness, PBL projects train students to take complex global issues and break them down into specific local action steps. For example, the Schools Outfitting Schools program contributes to international efforts to make education available to girls worldwide. By working to provide supplies to one school in Afghanistan, students see how they directly affect the lives of individuals. And Afghan students contribute as well by helping kids in the United States become aware of their culture."*⁶⁴

ILA students will engage in PBL mediated through our leadership theme by exploring social justice issues. Each year a school-wide theme will be developed, and our annual capstone performance will showcase our students' examination of a social justice issue using STEAM- STEM with arts. Since research indicates that the STEAM pipeline narrows during 4th grade, when nearly half of the students typically lose interest in science,⁶⁵ Invictus plans to cultivate the curiosities of our youngest students through age-appropriate, thematically aligned projects each year.

School Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners

Invictus aims to ensure that our students become educated persons in the 21st Century, that are College and Career-Ready. We hold these goals:

- Every child reading by the end of 2nd grade (as measured by DIBELS)
- Every child demonstrating grade-level competency in ELA and Math by the end of their 8th-grade year
- Every child having a love of learning and a vision for STEAM career possibilities within the 4th Industrial Revolution by the end of their 8th-grade year

⁵⁹ Mergendoller, J., & Ravitz, J. (2007, March). Teach Your Students How to Do Project Based Learning with PBL-Online. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2007, No. 1, pp. 2053-2055).

⁶⁰ Boaler, J. (1997). Setting, social class and survival of the quickest. *British Educational Research Journal*, 23(5), 575-595.

⁶¹ Strobel, J. & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta analyses comparing PBL to conventional classrooms. *The Interdisciplinary Journal of Problem-Based Learning*, 3(1).

⁶² Geier, R., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Fishman, B., Soloway, E., et al. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939. doi: 10.1002/tea.20248

⁶³ Frykholm, J., & Glasson, G. (2005). Connecting science and mathematics instruction: Pedagogical context knowledge for teachers. *School Science and Mathematics*, 105(3), 127-141.

⁶⁴ Solomon, G. (2003). Project-based learning: A primer. *TECHNOLOGY AND LEARNING-DAYTON*, 23(6), 20-20.

⁶⁵ Murphy, C. (2011). Why games work and the science of learning. In *Interservice, Interagency Training, Simulations, and Education Conference*.

- Every child becoming a sophisticated user of technology through hands-on use of a variety of technology and software including robotics, computers, programming, 3-D printers, and other technology-rich maker tools
- Every child developing higher levels of agency (self-directed learning and exploration of personal interests) through “Learning Passports”- our personalized way for students to track and set goals for their behavior and academic growth which will facilitate our students becoming and remaining self-motivated, competent, and lifelong learners
- Every child developing 21st Century Skills through our leadership-themed investigations of Social Justice Issues using STEAM sciences that involve:
 - Creativity and Innovation: thinking creatively, using brainstorming, and understanding real-world limits to adopting new ideas
 - Critical Thinking and Problem Solving- analyze how parts of a whole interact with one another to produce an overall outcome
 - Communication- articulate thoughts and ideas effectively using oral, written and non-verbal skills, utilize multiple media and technologies to convey ideas
 - Collaboration- work effectively and respectfully with diverse team members, tap into individual strengths to accomplish a common goal

Along with the previously stated goals, Invictus Leadership Academy has the following goals aligned to the eight state priorities and our internal expectations for student outcomes.

LCFF State Priority Goals

Requirements of Education Code § 47605(b)(5)(A)(ii)

LCFF STATE PRIORITIES	
GOAL #1	
<p><i>Provide Basic Services</i></p> <p><i>Invictus will ensure optimal conditions for learning, by means of access to expanding opportunities for all student groups through a leadership-themed STEAM-rich project-based learning environment with qualified and appropriately credentialed teachers, full implementation of state standards, and a safe, clean and welcoming school facilities.</i></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> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 1 – (Basic Services)</p>	

Outcome 1: Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9 and fully credentialed in the subject areas and for the pupils they are teaching.

- Hire, supervise, evaluate, and retain qualified teaching staff.
- Ensure verification of proper credentials and DOJ clearance prior to the start of employment.
- Actively recruit diverse teachers and staff that reflect student demographics.

Outcome 2: Pupils will have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- Provide appropriate, CCSS-aligned instructional materials.
- Maintain an annual inventory of instructional materials and the respective purchase of materials.
- Annual review to ensure an adequate budget for instructional materials is in place, including materials for students with special needs: EL, SpEd, and others with learning challenges.

Outcome 3: School facilities are maintained in good repair pursuant to Education Code section 172002(d).

- Facilities will be maintained and cleaned by custodial staff.
- Conduct annual and monthly facility inspections to screen for safety hazards.
- Utilize Site Inspection Lists and provide daily general and spot checks by custodial staff.
- Ensure repairs are completed promptly without exceeding 90 days

Expected Annual Measurable Outcomes

Outcome #1: 100% fully credentialed teaching staff

Metric/Method for Measuring: Verification as reported by California Commission of Teacher Credentialing

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	100%	100%	100%	100%	100%

Outcome #2: 100% of students will have access to standards-aligned (Common Core) materials and additional materials as outlined in the charter petition

Metric/Method for Measuring: Student work products, classroom observations, an annual inventory of materials, records of purchase

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	100%	100%	100%	100%	100%

Outcome #3: Facilities will be maintained and cleaned by custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code Section 17002(d).

Metric/Method for Measuring: Percent of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	90%	90%	90%	90%	90%

LCFF STATE PRIORITIES

GOAL #2

Grade-Level Proficiency for All Students

Students will move towards proficiency in English Language Arts, Mathematics, History (Social Science), and Science.

Related State Priorities:

☐ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 2 – (State Standards)

Outcomes 1-4: Implementation of effective and inspiring instruction on California Common Core State Standards (CCSS and NGSS) for all pupils, including English Learners evidenced by student outcomes in ELA, Math, History, and Science

- Participate in ongoing professional development on creative and effective implementation of CCSS in ELA, Math, and History.
- Provide creative and effective CCSS-aligned ELA and math instruction for all students, including all subgroups.
- Provide professional development to teachers in collecting and examining CAASPP and other state and internal assessment scores and regularly review progress to implement data-driven decision-making.
- Teacher developed lessons based on common assessment data on the CCSS and NGSS for evidence-based pedagogy for effective delivery of those standards

- Utilizing CCSS and NGSS and state frameworks for instructional design to create units that build in complexity K-8th grade, with supports in place for ELs.

Priority 4- (Pupil Achievement)

Outcomes 1-4: Performance on standardized tests and overall school-wide assessments such as the state dashboard.

- Provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the Executive Director.
- Provide highly qualified comprehensive professional development to support student achievement.
- Analyze CAASPP scores and internal measures and evaluations throughout the school year to review progress towards annual targets.
- Differentiated instruction to ensure that all students instructional needs in all core subject areas are met, including Gifted and Talented, Standard English Learners, English Learners, and students with disabilities
- Positive Behavior Interventions and Supports (PBIS) implemented to help create a school culture and environment that is caring and supportive of high achievement
- Utilizing a variety of forms of formative assessment data to improve instruction and provide immediate intervention including DIBELS, NWEA MAP testing and locally developed assessments for foundational skills

Outcomes 1 and 4: Share of English Learners that become English proficient. See above; plus

- Implement the LAUSD English Learner Master Plan.
- Provide qualified teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.
- Identify ELs by proficiency level, ensure ELD instruction is standards-aligned, and monitor student progress in program implementation.
- Provide professional development related to EL support, including ELPAC training and re-designation criteria.
- Ensure re-designated ELs will continue to be supported via RTI, including support for struggling readers.
- Select and implement research-based strategies that accelerate student achievement (such as supplementary EL Curriculum, Guided Language Acquisition (GLAD), Academic Discourse/ teaching Academic Vocabulary, and Explicit Direct Instruction (EDI)).

Outcome 5: English Learner reclassification rate: Same as Priority 4, Outcome 1, and 4 above plus:

- Budget will be reviewed annually to ensure an adequate budget for appropriate EL instructional materials is in place.
- Add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs.

Outcome 6: English Learners will make progress on the performance of the ELPAC (more specifically, one level annually): same as Priority 4, Outcomes 1 through 5

Priority 7 – (Course Access)

Outcomes 1-5: Provide access to all required subjects as well as to our specialized curricular elements as outlined in our charter for all students, including all student subgroups. (e.g., J-STEAM projects and Project-based learning)

- 100% of students will have access to enrichment subjects (e.g., speech and debate, civic engagement, art, music, and dance)
- 100% of students will have access to all core subject areas (ELA, math, science, social science, and physical education)

Expected Annual Measurable Outcomes

Outcome #1: Student Proficiency in English Language Arts will increase annually until all students are performing at grade level

Metric/Method for Measuring: CAASPP and CAA

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021- 2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at end of 2020-21	Will meet or exceed growth targets on the CAASPP and CAA for all statistically significant subgroups	Will meet or exceed growth targets on the CAASPP and CAA for all statistically significant subgroups	Will meet or exceed growth targets on the CAASPP and CAA for all statistically significant subgroups	Will meet or exceed growth targets on the CAASPP and CAA for all statistically significant subgroups

Outcome #2: Student Proficiency in Mathematics will increase annually until all students are performing at grade level

Metric/Method for Measuring: CAASPP and California Alternate Assessment (CAA)

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021- 2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at end of 2020-21	Will meet or exceed growth targets on the CAASPP and CAA for all	Will meet or exceed growth targets on the CAASPP and CAA for all	Will meet or exceed growth targets on the CAASPP and CAA for all	Will meet or exceed growth targets on the CAASPP and CAA for all

			statistically significant subgroups	statistically significant subgroups	statistically significant subgroups	statistically significant subgroups
Outcome #3: Student Proficiency in Science will increase annually until all students are performing at grade level						
Metric/Method for Measuring: California Science Test (CAST) and the CAA for Science						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021- 2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at end of 2020-21	Will meet or exceed growth targets on the CAST and CAA for Science for all statistically significant subgroups	Will meet or exceed growth targets on the CAST and CAA for Science for all statistically significant subgroups	Will meet or exceed growth targets on the CAST and CAA for Science for all statistically significant subgroups	Will meet or exceed growth targets on the CAST and CAA for Science for all statistically significant subgroups
Outcome #4: 2 nd Grade Student Reading Fluency will increase annually until all students are reading at least at grade level (aligned to LAUSD goal).						
Metric/Method for Measuring: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021- 2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at end of 2020-21	3% increase for all statistically significant subgroups	3% increase for all statistically significant subgroups	3% increase for all statistically significant subgroups	3% increase for all statistically significant subgroups
Outcome #5: English Learners Reclassification rates will meet or exceed nearby comparison schools						
Metric/Method for Measuring: Reclassification Rates						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021- 2022	2022-2023	2023-2024	2024-2025
English Learners	N/A	Baseline established at end of 2020-21	Will meet or exceed growth targets	Will meet or exceed growth targets	Will meet or exceed growth targets	Will meet or exceed growth targets
English Learners with less than five years of	N/A	Baseline established	Will meet or exceed	Will meet or exceed	Will meet or exceed	Will meet or exceed

service		at end of 2020-21	growth targets	growth targets	growth targets	growth targets
English Learners with more than five years of service	N/A	Baseline established at end of 2020-21	Will meet or exceed growth targets	Will meet or exceed growth targets	Will meet or exceed growth targets	Will meet or exceed growth targets
Outcome #6: English Learners will advance at least one level on the ELPAC each year.						
Metric/Method for Measuring: ELPAC performance results						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
English Learners	N/A	Baseline established at end of 2020-21	Will meet or exceed growth targets	Will meet or exceed growth targets	Will meet or exceed growth targets	Will meet or exceed growth targets

LCFF STATE PRIORITIES	
GOAL #3	
<p style="text-align: center;"><i>Positive School Climate that Facilitates Exceptional Outcomes</i></p> <p style="text-align: center;"><i>Students will be engaged in learning as measured by attendance and absenteeism rates, suspension rates, expulsion rates, middle school dropout rates, and stakeholder survey results.</i></p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <p><input checked="" type="checkbox"/> Student Agency/ Leadership</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 5 – (Pupil Engagement) Outcome 1 and 2: School attendance rates and chronically absent student rates</p> <ul style="list-style-type: none"> Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. 	

- Office staff and faculty will help ensure strong attendance and decrease habitual truants through home calls and/or visits, meetings with students and families, and culturally responsive reinforcement.

Outcome 3: Middle school dropout rates

- Track grades, class completion, and individual student crises/challenges outside school walls to ensure any middle-grade students at risk of failure/dropout are identified and provided with appropriate academic and/or psycho-social support.

Priority 6 – (School Climate)

Outcome 1: Pupil suspension rates

- Provide training and professional development for administration, teachers, and all support staff in our positive school-wide behavior program, including social-emotional learning and Council programs.
- Implement Positive Behavior Intervention Systems (PBIS) and Restorative Justice (RJ) practices
- Provide annual and family orientation with a review of behavior and academic expectations
- Provide behavioral and academic supports for high needs students and incentivize positive behavior
- Celebrate the achievement of academic and behavioral goals (e.g., grades, attendance, and behavior)
- Conduct regular student and staff surveys regarding school culture and climate
- Hire counseling staff and form partnerships with local mental health service providers and trauma-informed programs

Outcome 2: Pupil expulsion rates

- Establish classroom management procedures, foster positive relationships, and actively create an atmosphere of trust, respect, and high expectations.
- Provide training and professional development for administration, teachers, and all support staff in our positive school-wide behavior program, including social-emotional learning and Council programs.

Outcome 3: Establish local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

- Conduct regular student and staff surveys regarding school culture and climate

Outcome 4: High rates of student time-on-task

Expected Annual Measurable Outcomes

Priority 5; Outcome #1: Maintain a high attendance rate

Metric/Method for Measuring: Average Daily Attendance

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021-2022	2022- 2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	Maintain high attendance rate (>95%) or increase annually as needed	Maintain high attendance rate (>95%) or increase annually as needed	Maintain high attendance rate (>95%) or increase annually as needed	Maintain high attendance rate (>95%) or increase annually as needed

Priority 5; Outcome #2: Maintain a low rate of chronically absent students

Metric/Method for Measuring: Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021-2022	2022- 2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

Priority 5; Outcome #3: Middle school Drop-out rate will be < 1%

Metric/Method for Measuring: Drop-out Rate

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021-2022	2022- 2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	N/A	N/A	N/A	< 1% schoolwide and for all statistically significant subgroups	< 1% schoolwide and for all statistically significant subgroups

Priority 6; Outcome #1: Student suspension rate will be < 2%

Metric/Method for Measuring: Suspension rates

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021-2022	2022- 2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at end of 2020-21	< 2% for all statistically significant subgroups	< 2% for all statistically significant subgroups	< 2% for all statistically significant subgroups	< 2% for all statistically significant subgroups

Priority 6; Outcome #2: Student Expulsion rate will be < 1%

Metric/Method for Measuring: Expulsion rate

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021-2022	2022- 2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	< 1% for all statistically significant subgroups	< 1% for all statistically significant subgroups	<1% for all statistically significant subgroups	< 1% for all statistically significant subgroups

Priority 6, Outcome #3: Student sense of connectedness and safety

Metric/Method for Measuring: Student Survey (custom, site-based) conducted bi-annually

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021-2022	2022- 2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	NA	3% increase schoolwide and for all statistically significant subgroups	NA	3% increase schoolwide and for all statistically significant subgroups

LCFF STATE PRIORITIES

GOAL #4

Active Involvement of Parents/Guardians/Families of Invictus Students

Invictus will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parental input in decision making and how the school will promote parental participation.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☐ 6

Local Priorities:

- ☒ Build Community
 Collective Agency
☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Priority 3: Outcome 1: Efforts to seek parent engagement in decision-making.

- Engage parents in a series of relevant and interesting workshops related to their child's success.
- Maintain a school website in English and Spanish as a communication tool for the community.
- Offer a monthly newsletter in hardcopy, available in both English and Spanish, to communicate critical information for parents and families which will supplement the website content.

Priority 3: Outcome 2: Establish Parent Advisory Committees, including Title I Parent Advisory Council and English Learner Advisory Council (ELAC) to provide input to school programs and operations that will be promoted and supported to be fully operational and self-sustaining.

- Encourage parents/guardians to run for elected positions on all parent advisory committees
- Recruit several parent/guardian liaisons (volunteer)

Priority 3: Outcome 3: Efforts to seek parent input in decision-making and school satisfaction through surveys

- Host Family nights and conferences such as literacy nights, STEAM competitions, and speech competitions
- Host "Donuts with Dads" / "Muffins with Moms" meetings with the Executive Director

Expected Annual Measurable Outcomes

Outcome #1: Encourage Parents/Families to attend at least 2 events annually

Metric/Method for Measuring: Number of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	3% increase for all statistically significant subgroups	3% increase for all statistically significant subgroups	3% increase for all statistically significant subgroups	3% increase for all statistically significant subgroups

Outcome #2: School Site Council/Title I Parent Advisory Council will include three parents, and the ELAC will engage all interested parents of English Learner students

Metric/Method for Measuring: School Site Council and ELAC composition and minutes

APPLICABLE ; STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	At least three Parent/ Family council members	At least three Parent/ Family council members	At least three Parent/ Family council members	At least three Parent/ Family council members

Outcome #3: Parent/Family Survey response of at least 70% of families, provided in Spanish and English

Metric/Method for Measuring: Family Survey responses conducted biannually

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	N/A	3% increase	N/A	3% increase

LCFF STATE PRIORITIES

GOAL #5

Other Pupil Outcomes

Invictus will develop students that are critical thinkers, and self-directed learners of uncommon academic achievement, with rich Social Justice experiences that develop their leadership capacity to become advocates within their community.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☒ STEM Affiliation/ Future Career Awareness
☒ Student Agency/ Leadership

Specific Annual Actions to Achieve Goal

Priority 8 – (Other Pupil Outcomes)

Outcome 1: Provide students, including all significant subgroups, with an array of real-world civic education learning experiences that engage the whole child, as described in the school's charter

- Develop and implement grade-level specific civic education projects (e.g., letter writing to local leaders and our politicians, speaking at local board meetings, or participating in speech contests) that are connected to at least one grade-level standard(s) in a core subject area

Outcome 2: Provide students with leadership-themed STEAM-rich thematic learning based upon solving real-world problems

- Develop and implement grade-level specific project-based learning assignments that investigate social justice issues using STEAM (Science, Technology, Engineering, Arts, and Mathematics) which ILA calls J-STEAM
- Host Annual Community JAM
- Provide resources, time, and materials for all students, including all student subgroups, to engage in a Leadership-themed STEAM-rich project-based engaging learning environment.

Outcome 3: Students develop enhanced grit, self-regulation, and agency

- Implement character education curriculum (grade level specific)
- Celebrate, acknowledge, and incentivize good citizenship (self-regulation)
- Utilize PBIS bucks
- Award Badges/Pins for completion of projects, mastery of skills, and self-management/ self-directed learning skill sets

Expected Annual Measurable Outcomes

Outcome #1: 100% of students will engage in at least one civic/community engagement activity annually

Metric/Method for Measuring: Student work products, classroom observations, and scheduled student presentations

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	100%	100%	100%	100%

Outcome #2: 100% of students engaged in at least two J-STEAM project-based learning assignments annually

Metric/Method for Measuring: Student work products, classroom observations, lesson/unit-project plans, and annual inventory of materials

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	100%	100%	100%	100%

Outcome #3: 100% of students will increase in student agency

Metric/Method for Measuring: Assertive discipline records, number of students improving their ability to self-manage and be self-directed learners, and earned learning badges

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all statistically significant subgroups)	N/A	Baseline established at the end of 2020-21	100%	100%	100%	100%

All significant subgroups will be identified upon completion of our first CAASPP testing cycle. We anticipate our significant groups will include Latino, African American, English Learners, Special Education, and FREL students. The baselines for all above-listed metrics will be established at the conclusion of the 2020-21 academic year.

Instructional Design

ILA's educational program's overall curricular and instructional design will position our students with the skills to successfully compete for the jobs of the future through the leadership theme of our school facilitated by the three core educational pillars of our educational model: personalized learning, leadership development, and project-based STEAM learning.

Invictus Leadership Academy's methods and instructional strategies were selected to develop foundational leadership skills in our students while developing 21st century skills and provide a safe and structured learning environment in which students will be taught to meet and exceed state academic standards (CCSS and NGSS). Invictus instructional strategies will be executed through the structure of our master schedule that includes explicit times for the personalization of learning, dedicated J-STEAM instructional time, and character education/leadership development during learning centers, social studies, and at our lowest grade levels during "opening activities."

We will facilitate our mission through caring and competent instructional and support staff (as listed in our organizational charts). Invictus staff, which will mirror the demographics of the students we aspire to serve, will support the development of students through academic expertise, cultural competency, and a deep sense of love and belonging. Staff will be appropriately credentialed and clear all required background checks. Furthermore, teaching staff will be provided with a lesson plan template, ongoing professional development to increase and expand their skill set, and weekly time to lesson plan and collaboratively create innovative J-STEAM projects that are grade-level and age-appropriate.

Personalization

Personalized learning will take place during dedicated times for differentiated instruction during the daily schedule (more explicitly: "center time," ELD/differentiation time, and after school, pending funding). Students will be provided remediation where needed and acceleration/ independence to access more complex content as they are ready for it. Instructional blocks are strategically timed to overlap and engage support staff to facilitate the flexible grouping of students based upon demonstration of mastery.

Personalizing instruction will require teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expect those students to modify themselves for the curriculum. Our intent is to maximize each student's growth and individual success by meeting each student where he/she is and assisting them in their learning process.⁶⁶

Differentiating instruction is recognized to be a compilation of many theories and practices. The principles are rooted in years of educational theory and research. Other practices noted as central to differentiation have been validated in the effective teaching research conducted from the mid-1980s to the present, including Benjamin Bloom's research on methods of group instruction as effective as 1:1

⁶⁶ Hall, T. (2002). Differentiated Instruction. Wakefield, MA: National Center on Accessing the General Curriculum.

tutoring.⁶⁷ These practices include effective management procedures, grouping students for instruction, and engaging learners.⁶⁸

To personalize instruction, ILA will utilize:

- **Competency-based learning:** flexibly group students based upon mastery of content.
- **Adaptive software:** utilize self-paced, supplemental, computer-based adaptive software to provide doses of on-level instruction for each child (e.g., ST Math, Imagine Learning, composing essays, and digital Language Arts support programs).
- **Learning passports:** adopt personal performance portfolios to capture student work and track progress.
 - Invictus “Learning Passports” will facilitate the development of both student agency and independent learning, while celebrating student progress towards socio-emotional, academic, and personal milestones.
 - Learning Passports will be created at the beginning of the year following initial NWEA results (in tested grades), and initial DIBELS and curriculum-based math assessment results (in lower grades).
 - Learning Passports will be updated with ELPAC goals (as data is available), at the conclusion of each quarter, and upon the completion of all trimester goals (for those students that require acceleration).
- **Badging:** distribute “merit badges” to students when they accomplish one of their individual learning goals and visually add it to their learning passports.
 - ILA merit badges will be distinct stickers that are placed within each child’s learning passport for the following achievements
 - Academic goals: at least one math and one ELA goal based upon the student’s mastery level
 - Behavior/Leadership: can be socio-emotional for struggling students or performance for successful students
 - Individual goal: generated by the student with support from an instructional staff member

ILA is committed to providing students with learning opportunities that are based on their strengths, needs, skills, and interests. By blending whole-group instruction with more targeted personalized instruction, our structure for teaching core-subjects will be responsive to each student’s knowledge base more than their age. While whole-class instruction will occur at specific times, differentiated instruction will occur daily through team teaching, small groups, and the limited use of computer-based adaptive software. As shown in our submitted daily schedules, students will receive ELD/ELA Differentiation daily, Differentiated Math instruction during “Math Center” time, and specialized support and differentiation based upon each student’s most critical academic need during the “learning centers” time. More detail about these features of our academic day are included in the “Academic Calendar/Schedule” of this petition.

Differentiation will also be facilitated by the strategic assistance of Instructional Aides/Paraprofessionals that can assist with re-teaching during the grouping of students by mastery levels and their readiness for new content during core instruction and differentiation times.

Together, teachers and students will determine goals. Each trimester, ILA teachers will assign each student three academic goals and one socio-emotional goal, and each student will create one personal goal. These goals will be recorded in each student’s passport, and each student will track and work along their customized path of learning within their individual learning passport during centers and differentiation time (and after school, pending funding). As students accomplish their goals, they will earn

⁶⁷ Bloom, Benjamin (1984). The 2 Sigma Problem: The Search for Methods of Group Instruction As Effective as 1:1 Tutoring.” <http://web.mit.edu/5.95/www/readings/bloom-two-sigma.pdf>

⁶⁸ Ellis, E.S. and Worthington, L.A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. University of Oregon: Technical Report No. 5 National Center to Improve the Tools of Educators



and receive a “merit badge” and receive greater levels of autonomy during centers and differentiation time, with increasing freedom to choose their subsequent learning activity.

Leadership Development

Invictus acknowledges that all students need strong character as an accompaniment of strong academic skills if they are to be ready to succeed and lead in the 4th Industrial Revolution. Therefore, Invictus will hold our students accountable for good behavior and explicitly teach a comprehensive set of character skills (listed in the Curriculum and Instruction section of Element 1).

We believe that true transformation in the Watts community for the better must be driven from within, particularly from the next generation, our youth. That is why leadership is in the very name of our school. We will develop students’ leadership skills by focusing on A) character education to appreciate identity and promote self-regulation; B) civic education to build an ethical mindset; and C) service-learning that contextualizes our leadership frame through addressing real-world problems within Our neighborhood.

A) Character Education

Invictus has selected *good character.com* curriculum for grades TK-8 to explore and discuss discrete aspects of self-management, empathy, and cross-cultural competence with our students. The character traits students investigate will be timed to align with the historical conflicts and the social science standard being studied, and explicitly taught during social studies (in upper grades), or during the opening activities (in lower grades)

Classroom Circles: To create a school culture that models social justice and exceptional character on a school-wide level, every Wednesday students will come together to participate in their Classroom Circle facilitated by their classroom teacher (during learning center time). During these class discussions on the scheduled character trait, teachers and school leaders will also celebrate student achievement of outcomes. During the explicit teaching of character education lessons, students and teachers will role-play the scheduled character trait, such as working out conflicts or listening to others.

Invictus students will gain elevated visibility and importance of what it means to become a responsible and contributing member of society, and those connections within the history of the world. Furthermore, Invictus has chosen to use character education to build socio-emotional intelligence, and civic education to build empathy and advocacy.

B) Civic Education

Researchers have found that civics education builds long term self-advocacy and is positively linked with long term social/political engagement.^{69, 70}

Researchers have also found that children

“are bombarded with many more negative influences through the media and other external sources prevalent in today’s culture. Since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families and communities by developing caring, respectful environments where students learn core, ethical values. When a comprehensive approach to character education is used, a positive moral culture is created in the school—a total school environment that supports the values taught in the classroom.”⁷¹

Invictus, therefore, proposes to implement civics education in a way that promotes socio-emotional learning while building student agency, personal and collective integrity, along with the

⁶⁹ Pasek, J., Feldman, L., Romer, D., & Jamieson, K. H. (2008). Schools as incubators of democratic participation: Building long-term political efficacy with civic education. *Applied Development Science*, 12(1), 26-37.

⁷⁰ Campbell, D. E. (2008). Voice in the classroom: How an open classroom climate fosters political engagement among adolescents. *Political Behavior*, 30(4), 437-454.

⁷¹ Pala, A. (2011). The need for character education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23-32.

key components of leadership (such as communication, teamwork, and self-regulation). Invictus students will engage in speech and debate during their arts wheel annually. Researchers have found that participation debate and speech enhance students' ability to develop arguments, their speaking skills, and be better attuned to diverse perspectives in our multicultural society.⁷²

Invictus students will also participate in leadership development by connecting the theory and maxims of "good character traits" with practical expressions of what it means to be an ethical person through our day of service.

C) Service Learning

ILA will provide our students with hands-on experiences with implementing what they have learned in their character education and civic education lessons. ILA students will annually engage in one service-learning project within the community. This ILA day of service will give our students authentic experience with what successful activism looks like and build their knowledge-based of the critical levers that govern our community. Service-learning at ILA will also give our students the opportunity to collaborate outside their age-group and have learning opportunities beyond the classroom walls.

Project-Based STEAM (J-STEAM)

We believe students learn best by doing, so all ILA students will apply what is learned within core subject areas to real-world problems within their communities. Project-based learning that engages students in sustained, collaborative, and independent investigations of real-world issues has demonstrated deeper learning and enhanced student engagement.^{73, 74} We will specifically explore social injustices and frame projects around actions that can help improve or solve real issues, in line with our school's leadership theme. As ILA students explore these justice issues, they will apply math, science, technology, arts, and engineering knowledge to devise solutions, and in the process, deepen their learning.

"J-STEAM" is the name we have given this unique fusing of project-based learning with relevant, community-based social justice issues. J-STEAM is our school's way of exploring the intersection of social justice and STEAM domains. Invictus will hold an annual capstone event in which ALL students participate, presenting their learning, ideas, and solutions on an important social justice issue. This capstone event is called our Community Justice in Action (JAM) Day.

ILA's J-STEAM projects will be collaboratively created by teachers and the J-STEAM Specialist with input from relevant community partners, such as civic leaders, public works, and ecologists at local colleges. Community partners will collaborative help develop the thematic social justice problem of the year with instructional staff each year (after our first year). This will ensure that our theme for the year is being investigated in real-time and has relevance and is tied to a real-world investigation of importance. Community partners will also serve as judges during our Community JAM and may mentor our upper grade students (7th and 8th graders).

Teachers will receive ongoing training to implement Project-Based Learning (PBL) through the Buck Institute for Education (BIE) and develop age-appropriate, CCSS and NGSS aligned grade-level projects during the summer prior to the opening of school. Teachers will also be provided with collaborative planning time to develop these cross-curricular projects while utilizing BIE's PBL template. The J-STEAM projects will be completed as part of ILA's hands-on investigation of Science, during our J-STEAM instructional time (as shown in our sample schedules), and students will be provided with additional time to complete their projects during the learning centers time (as shown in our sample schedules).

⁷² Hogan, J.M. & Kurr, J.A. (2017) "Civic education in competitive speech and debate," *Argumentation and Advocacy*, 53:2, 83-89.

⁷³ Wolk, S. (1994). Project-based learning: Pursuits with a purpose. *Educational Leadership*, 52(3), 42-45.

⁷⁴ Polman, J. L. (2000). *Designing Project-Based Science: Connecting Learners through Guided Inquiry. Ways of Knowing in Science Series*. Teachers College Press, PO Box 20, Williston, VT 05495 (paperbound: ISBN-0-8077-3912-X, \$23.95; hardbound: ISBN-0-8077-3913-8, \$50).



Invictus teachers will prepare our students to successfully engage in the culminating school-wide leadership theme through strategic assignments within their core subject areas during the year. For example, as students learn mathematical concepts such as mean, frequency, and counts; this knowledge could be applied to the analysis of asthma rates within their community. Similarly, as students learn about writing speeches or persuasive essays (within their ELA instruction), this knowledge could be applied in letter writing to civic leaders about their findings from the J-STEAM project.

ILA teachers will also personalize each project in collaboration with our Intervention Specialist and/or our ELA/ELD Specialist (in outgoing years) by using scaffolding strategies to help our English Learners and other students that may need assistance to confidently communicate information and/or complete their projects. Our students will also be given multiple opportunities to practice and grow in their speaking skills, particularly through our leadership/social justice-themed projects.

A) J-STEAM (4-8)

Our older students (Grades 4-8) will explore the intersection of social injustices using STEAM disciplines. This will include technology-infused instruction, demonstration of core subject matter mastery, and real-world application of core content subject areas, including writing, mathematics, science, and technology. Students will gain exposure to community mentors through their Justice in Action Missions (JAMs) – teacher-generated project-based learning engagements that deeply explore and confront social injustices. Students will investigate, create, and present about community issues.

B) J-STEAM (TK-3)

Our younger students (Grades TK-3) will participate in the exploration of the same social injustices that older students are investigating but will do so in an age-appropriate way. This adaptation will be mediated by character education lessons (Good Character.com), selecting the character trait that would be part of fixing specific injustices. During our community JAM day, our youngest students will participate by using the arts (e.g., spoken word, music, dance, or visual representation) to make age-appropriate demonstrations of their understanding of the theme.

C) Community JAM Day Annual Capstone

Our Community JAM Day Annual Capstone Project will involve all enrolled students (TK-8) around a singular social justice issue facing our community. Each grade level will contribute to the presentation in a variety of ways that engage the issue through the STEAM sciences and which will include: data collection and analysis, creation and administration of surveys, inventing or engineering solutions (or devices), letter writing to stakeholders and leaders, presentation of findings, concerns, and or inventions to local governing leaders (such as mayors, councilmembers, and members of related boards), writing of petitions, connecting internationally with students of similar age, and suggesting legislation to appropriate representatives of local governing bodies. This capstone event will be a signature learning experience at our school.

Here is one example of how our program will be simultaneously age-appropriate, community-oriented, STEAM-rich, social justice-aligned, and engage our broader community civically. The social justice theme planned for our first year of operation will be an investigation into the link of asthma within our local community to air pollution. During numerous neighborhood council meetings that we have attended, the discussion about diesel trucks illegally idling in residential areas was brought up. ILA plans to partner with our neighborhood council, local health care providers, and conduct basic statistical data collection about the incidence of childhood asthma in our community and compare this data with other communities within California. Furthermore, our students would explore filtration methods, and explore which were most effective for removal of the kinds of irritants that trigger asthma. Each grade level within ILA will have projects that are grade-level appropriate, from asking questions of their family and collecting data, educating the school community about ways to minimize asthma attacks (i.e., presentations and creation of flyers or coloring books), to engineering filtration systems. It is important to note that in-home irritants, such as dust mites and insects, are also associated with triggering asthma, and those other irritants would be investigated along with ways to minimize those irritants.

Curriculum and Instruction

Invictus has selected our core curricula to help facilitate our desire to accelerate the learning of critical foundational skills for our students while exposing them to rich problem-solving activities that will position our students to successfully compete during the 4th Industrial Revolution. Our comprehensive curriculum addresses the needs of our student population to simultaneously access remediation of key skills, explicitly build their social-emotional skill set, and expose them to rich learning experiences that develop their critical thinking skills.

Invictus has selected curricula that helps to facilitate the three core pillars of our educational program (Personalization, Leadership/Character Development, and Project-Based STEAM); and our curricula are aligned to the California Common Core Standards (CCSS), the Next Generation Science Standards, and the current English Language Development Standards in every grade to provide rigorous instruction that is vertically aligned (TK-8). Our instructional design is deliberate about every student mastering key foundational skills before they are introduced to more complex concepts. For this reason, Early Literacy and Math Fact Fluency is explicitly taught in our lower grades (alongside other common core concepts). We believe that good first instruction is the best intervention for poor achievement in the upper grades, and our competency-based learning approach will enable students to strengthen foundational standards before moving on to more advanced standards.

Key Features and Components of Invictus Curriculum

English Language Arts (Core)

Invictus Leadership Academy will closely follow the California Content Standards.

Invictus has selected *Reading Wonders*. *Wonders* is designed to foster a love of reading in children and includes numerous integrated supports. By providing a comprehensive set of connected resources for all learners, *Reading Wonders* offers educators the ability to adapt instruction with confidence as students grow. *Wonders* also combines the work of literacy experts with research on social-emotional learning, and will help ILA strengthen student skills, bolster learning, and encourage independence. This selected curriculum for ELA is exceptionally reinforces the leadership theme of our school, character education elements of our program, and supports the personalization of learning for all our students.

Reading Wonders is designed specifically for the CA CCSS for Reading/Language Arts. Combining research-based instruction with new tools, every component, and every lesson is designed for effective and efficient CCSS instruction. Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials to teach to the rigor, intent, and depth of the CCSS. The curriculum is a strong literature-based program that includes a balance of oral and written language, focusing on reading, writing, listening, and speaking. The California ELA-ELD Frameworks are used to design standards-based lessons in ELA/ELD and across subjects. Reading and Writing curriculum is based on the Reader's and Writer's Workshop Model. Reading instruction is meaning-based and encompasses systematic and explicit instruction of emergent literacy skills, including direct instruction in phonemic awareness, phonics, vocabulary fluency, and comprehension. Heavy emphasis is placed on critical thinking skills to interpret, evaluate, and appreciate texts. Students with language and other special needs are given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal, and academic skills in a language and print-rich environment.

At Invictus, our ELA program will integrate literacy instruction across all areas of the core curriculum, with differentiated instruction to meet the needs of all learners. Students will be encouraged to read, write, and share their work daily through various practices. Such practices might include daily sustained silent reading, readers' and writers' circles and workshops, literature circles, library visits. The *Wonders* ELA program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at Invictus.

Ultimately, our goal is for all students to develop as competent English language users who can:

- Communicate effectively with a wide variety of audiences and for different purposes;

- Acquire and access new information;
- Respond to the needs and demands of society and the workplace that require literate behavior;
- Attain academic, social, personal and economic fulfillment;
- Develop a lifelong interest in reading and writing for pleasure.

Students will be expected to demonstrate appropriate developmental or age/grade level mastery of English Language Arts in all four modes of literacy (listening, speaking, reading, and writing).

Listening and Speaking

- Oral language development integrated with reading and writing;
- Practice interactive, communicative skills in various homogeneous and heterogeneous cooperative groups; and
- Use a variety of listening (efferent, aesthetic, discriminative, critical and therapeutic) and speaking (efferent, aesthetic, and dramatic) strategies for different purposes.

Reading

- Demonstrate balanced skills development in meaningful contexts, phonemic awareness, phonics, decoding, word-attack skills, vocabulary, comprehension, grammar, spelling, mechanics and critical thinking;
- Use context clues to decode and understand unknown words;
- Make, confirm and revise simple predictions about texts;
- Read a wide variety of literature, including multicultural and multimedia literature;
- Read aloud familiar stories, poems, and passages with fluency and expression;
- Recognize the elements of a story, understand a variety of familiar literary passages and texts, and understand complex elements of plot development;
- Interpret a variety of informational texts, use various parts of a book to locate information and understand structural patterns in informational texts;
- Understand, summarize and recount information;
- Relate new information to prior knowledge and stories to personal experience; use new information to draw conclusions;
- Establish and adjust purposes for reading and monitor personal reading strategies;
- Understand the author's purpose and ways in which language is used in literary works, e.g., personification, alliteration, imagery; and
- Use personal interest and need, knowledge of authors and genres, and text difficulty to select personal reading materials.

Writing

- Make personal and meaningful connections to writing;
- Integrate writing with listening, speaking and reading;
- Understand and practice writing as a process, i.e., prewriting, drafting, revising, conferring, editing, and publishing;
- Build writing fluency through multiple approaches to writing, e.g., shared writing, buddy writing, partner writing, cross-age and cross-grade writing, group writing, independent writing;
- Use grammatical and mechanical conventions in written composition;
- Understand and use writing conventions, stylistic and rhetorical aspects of writing;
- Information gathering for research purposes;
- Share writing in a wide variety of genres, e.g., picture books, stories, poems, information pieces, personal experience narratives, responses to literature;
- Evaluate their own and others' writing;
- Write expository compositions, narrative accounts, autobiographical incidents, persuasive compositions, business letters and letters of request, and technical texts; and
- Write across the curriculum and for different audiences.

Our 6th through 8th grade ELA program will include increasingly complex reading materials. As the students develop stronger skills, they will assume more independence in their work assignments. By 8th grade, our students will have developed more sophisticated persuasive, expository, and narrative writing skills. They will also be able to verbally present information, clearly leveraging similar strategies of using evidence to support claims when appropriate. We will teach them to analyze what they read and to cite strong and detailed textual evidence to support their positions. They will be able to elevate the quality of their persuasive, expository, and narrative writing to the high school level. In collaborative discussions and class presentations, our students will learn to verbally present information clearly, using precise evidence to support claims when appropriate.

As with the lower grades, the 6-8 ELA curriculum includes a strong literature-based program that includes a balance of oral and written language. Reading instruction will be meaning-based and encompass systematic and explicit instruction of emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies and critical thinking skills to interpret, evaluate and appreciate texts. Students with language and other special needs will be given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal and academic skills in a language and print-rich environment.

Classes across content areas in middle grades will be designed to provide students with exposure to a variety of texts from the classics to contemporary literature to non-fiction that represents the voices of diversity within the community. We will continue to provide differentiated, personalized instruction to meet the needs of all students. Which includes:

- Comprehensive support and guidance for small-group instruction, including differentiation for all students, integrated English language learner (ELL) support, and weekly social-emotional learning lessons.
- Our focus on teaching the whole child—and every child—prepares students to be lifelong learners and critical thinkers.

Our core curriculum will be supplemented with Imagine Learning, BrainPop/BrainPop Jr. (online programs). These programs will be supplemented with leveled readers and books from the CDE-recommended reading lists.

While reading, writing, speaking, and listening will be embedded throughout the curriculum in all subject areas, our ELA instruction will be explicitly intentional to ensure that our students are fluent readers with strong comprehension, writers that can clearly convey their thoughts, and speakers with distinct articulation. With these goals in mind, teachers will provide students opportunities to not only read for understanding but also to read for enjoyment and personal growth. Invictus will also host Family Literacy nights and routinely celebrate the reading of books.

Another aspect of ELA that students will practice is speaking, both within the interpersonal context of the classroom, but also public speaking to larger audiences of peers, adults, and civic leaders. In all subject areas, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through whole class and small group discussions. Students will have multiple opportunities to present/perform at a variety of community events, including board meetings, community listening sessions, and our annual Community Justice in Action capstone event.

ELA during grades TK-2 will heavily focus on building the foundational blocks of reading. We will teach alphabetic principles, phonemic awareness, decoding, and reading strategies. Our goal is for every student to be reading on grade level by the end of 2nd grade

A variety of resources will be used with our selected ELA curriculum to support the attainment of this audacious goal, most notable for ELA goals: the state-approved curriculum with Integrated ELD support, Zoophonics (for foundational Reading skills), and Writing without Tears (for handwriting).

ELA in grades 3 through 8 will focus on reading to learn. Nevertheless, we anticipate a fair portion of students (either entering our school or matriculating to these grade levels) yet needing



reading/comprehension remediation. Any students in grades 3 and 4 that need explicit direct instruction in foundational reading skills will receive that during our Differentiation time and during Learning Centers time, as shown in our instructional minutes' charts.

We will utilize multiple instructional strategies, regularly assess, and provide interventions to support student success. Some strategies will be used in all core subject areas such as centers, small group, and whole group instruction, frequent checking for understanding, read-alouds, and self-paced computer-based instruction.

English Language Development (Core)

The ELD program will implement both the California ELD Standards and the English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). ELD will be integrated into all instruction along with 30 minutes of daily Designated ELD, differentiated for individual learners as determined by their fluency levels. Explicit ELD instruction for those students will be facilitated by small group instruction during ELD/Differentiation times (as shown in our instructional minutes) when all ILA students will be flexibly grouped based upon their mastery and needs. Additionally, Imagine Learning, a digital program, will be used as a supplementary instructional resource for students that are not reading at grade level, especially English Learners.

Based on the enrollment of schools within our targeted neighborhood, we anticipate that our English Learner (EL) population will predominantly come from Spanish-speaking families. The ELD program will implement both the California ELD Standards and the new English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.” (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. The Executive Director will monitor EL progress through formal and informal assessments, including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians.

Designated ELD will utilize Reading Wonders; a standards-aligned state-approved curriculum with an embedded ELD program that is structured in a way that the message of how to read, write, and use language is consistent with how English is taught to native speakers. This systematic, synthetic phonics approach begins with simple skills and concepts and advances in complexity as students advance from starting to developing English learners. For older students (grades 3 and up), Intensive Explicit Direct Instruction lessons cover a range of topics such as: using simple verb tenses, determining the meaning of words using context clues, and determining the main purpose of a text. Flashcards are also incorporated throughout the curriculum to address topics like antonyms, homophones, and multiple-meaning words.

English Learners at ILA will have many opportunities to engage in meaningful language practices at an appropriate level of challenge and complexity. As described more fully in the section on English Learners below for ELD instruction:

- Will emphasize listening and speaking, although it can incorporate reading and writing
- Will explicitly teach elements of English (e.g., vocabulary, syntax, grammar, functions, and conventions)
- Will be planned and delivered with specific language objectives for each lesson
- Will integrate meaning and communication to support the explicit teaching of language
- Will include carefully planned interactive activities among students
- Will provide students with corrective feedback on form
- Will emphasize academic language as well as conversational language
- Will continue until students meet reclassification criteria
- Will be offered in designated and integrated structures – designated will feature differentiated curricula by level

Mathematics (Core)

Instruction in all grades will be aligned to the California Common Core Standards and Practice Standards and Frameworks for instructional design. ILA has chosen Envision Math (K-6) and Digits (7-8) as the primary resources to develop students' logical and critical thinking, as well as develop an appreciation for the clarity and beauty of the laws of mathematics. Math concepts will be introduced not only conceptually but also kinesthetically and artistically to ensure access and understanding for all types of learners, which supports ILA's core element of personalizing learning based upon student needs and learning styles.

The curriculum also imparts the standard components of mathematical knowledge necessary for success in high school and beyond: arithmetic, fractions and decimals, percentages, measurement, algebra, ratios, geometry, number bases, and more. The goals of the math curriculum are for students to gain fluency with numbers, build mathematical reasoning skills, develop a strong math vocabulary, and apply algebraic concepts to problem-solving. Ultimately, ILA aims to equip all students with the skills and knowledge necessary to complete Algebra I successfully by the end of eighth grade.

Both Pearson's Envision MATH and Digits programs utilize interactive and visual learning strategies so that all students can access the curriculum and are appropriately challenged. Teachers will also utilize various instructional resources and hands-on activities (e.g., manipulatives, games, measuring, patterning, cooking and art projects) that enable students to learn by doing and relate math concepts and skills to their lives. Students will be supported through small group and one-on-one intervention, consistent practice towards mastery and speed in basic computations, increased time for problem-solving activities, and other strategies.

TK/Kindergarten: The qualities of numbers; sorting and ordering; rhythm counting with movement and song.

First Grade: Qualities of numbers; counting to at least to 100; written numerals, both Arabic and Roman; introduction to the four operations of arithmetic: addition, subtraction, multiplication, and division; mental arithmetic; times tables of 2, 3, 5, 10; addition and subtraction facts to 20.

Second Grade: Continue with the four operations of arithmetic; addition and subtraction into multiple digits; multiplication into multiple-digit multiplicands; culturally diverse story problems; counting by 2, 3, 5, and 10; beginning multiplication tables; graphs and tables; place value to 1,000; mental math, including word problems; odd and even numbers; introduction and practice with place value; read calendar and other beginning story elements related to time; regrouping, and estimation.

Third Grade: Review of all work so far; Higher multiplication tables through 12; culturally diverse word problems, verbally and in print; mental arithmetic; standardized measures of length, distance, weight, volume, money, time; ability to convert in denominations of those measures, i.e.

hours to days to weeks, dollars to dimes, gallons to quarts, feet to miles, place value to 10,000; estimation and rounding off; increasingly difficult whole number operations: addition and subtraction, multiple-digit long multiplication, and introduction of multiple-digit long division.

Fourth Grade: Review of all work so far; mastery of multiplication tables 1 - 12; addition, subtraction, and division facts to 25; four-digit multiplication; long division; fractions; equivalent fractions; converting improper fractions to mixed numbers and vice versa; factoring; four processes with fractions; rules of divisibility, prime numbers, and composite numbers; least common multiple and greatest common factor; mental math; measurement, conversion, freehand drawing and identification of lines and angles, and classification of shapes by properties of their lines and angles.

Fifth Grade: Review of all work so far; mental arithmetic, including mental arithmetic with fractions; decimals; place value with decimals; all operations with decimals, including rounding off; decimal/fraction conversion; comparative values of decimals and fractions, and operations that involve both simultaneously, i.e. $5.2 - 7\frac{2}{3}$; fractions; metric system; activities exploring the wonder of number, and patterns in multiplication tables, etc.

Sixth Grade: Review of all work so far; mental math; whole numbers, fractions, and decimals; ratios; percent; percent as conversions of and equal values to fractions and decimals; applications of percent to various practical situations; proportions; geometric drawing with instruments; use of protractor to measure and construct angles; construction of basic angles; geometry of quadrilaterals, areas and perimeters; business math: history of money; simple interest; commissions, rates, unit pricing, discount, mark-up, tips; algebra; graphing (bar, circle, line); mean, median, and mode; geometric formulas with plane and solid shapes; positive and negative numbers; strategies for problem-solving, puzzles, and logic exercises.

Seventh Grade: Review of all work so far; mental math; unit pricing, rates of increase and decrease, multi-step applications; Algebra/equations; geometry: review of quadrilaterals, extend to trapezoids and irregular quadrilaterals; circles: deriving formulae for circumference and area; geometry of line and angle; Fibonacci numbers, Golden Ratio, Golden Rectangle, etc.; Pythagorean theorem; area/perimeter/volume; linear graphing; powers and roots; finding approximate square root of any number; and problem-solving.

Eighth Grade: Review all work so far; mental math; Algebra; quadratic equations; number bases; decimal system in expanded notation and scientific notation; binary system, including four operations in it; solid geometry; problem solving; situation problems, puzzles, challenges, and logic, and figuring out how to solve problems in various ways without obvious algorithms.

History/Social Science (Core)

Instruction across all grade levels will be aligned to the History-Social Science Content Standards for California Public Schools and use a curriculum that is engaging and has proven to be effective with similar student populations. Invictus will utilize *Achievement First Open Source History* curriculum.

Achievement First has an entire suite of rigorous curriculum designed by a team of content experts. Furthermore, their curriculum is based on internationally benchmarked Common Core standards and geared to true college readiness and will provide ILA teachers regularly student data to drive our daily instruction and long-term planning.

ILA teachers will explicitly teach academic vocabulary to enhance student comprehension and ensure mastery of the key concepts. Teachers will also assist student analysis of primary sources, facilitate student debates from different points of view, and make cause-and-effect connections. Social studies classes are structured to help students further develop their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations. Teachers will heavily use primary and secondary source documents to teach their grade-level standards and engage students in Civic Education projects.

Science (Core)

Instruction across our grade levels (TK-8) will be aligned to the NGSS. Science instruction at Invictus will combine student mastery of core academic vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. The science program is designed to address California's Next Generation Science Standards. We agree with current thought leaders in the science community that "learning about science and engineering involves the integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage scientific inquiry and engineering design."⁷⁵

As such, our science program is an inquiry-based discipline founded on determining scientific claims through patterns in repeated evidence and data. There are four tenets of our science program that are derived from and connected to the conceptual shifts in the NGSS, which include: curiosity through inquiry, depth and coherence, rigor, and STEAM literacy. The 5E cycle (engage, explore, explain, elaborate, evaluate) used in our selected science curriculum piques student interest and curiosity at the beginning of each unit, followed by gathering and interpreting data and evidence to answer the driving questions in the unit. Through the inquiry process and engagement in the 5E cycle, students will uncover data and evidence that allows them to construct accurate meaning and address their own misconceptions over time⁷⁶.

5E Instructional Model



In kindergarten, students acquire basic knowledge about energy flow, understanding that animals need food to survive, while plants need water and light. They are introduced to weather and climate concepts and grasp the meaning of natural resources and natural hazards. Teachers organize activities that help students understand humans' impact on our environment. Students also learn about motion and stability, connecting the push-pull dynamic. Many of the science standards covered in kindergarten simultaneously help them to comprehend "cause" and "effect."

Our instructional approach to teaching Science will include explicitly teaching academic vocabulary accompanied by Academic Discourse, and J-STEAM project-based learning. Students will learn about the scientific method, experiments, presentation of findings, as they incorporate writing and math skills to make their periodic presentations and at scheduled competitions/exhibits within the school community. Furthermore, ILA's J-STEAM projects will be collaboratively created by teachers and the J-STEAM Specialist with input from relevant community partners, such as civic leaders, public works, and ecologists at local colleges. Community partners will collaborative help develop the thematic social justice problem of the year with instructional staff each year (after our first year).

Teachers will receive ongoing training to implement Project Based Learning (PBL) through the Buck Institute for Education (BIE) and develop age appropriate, CCSS and NGSS aligned grade level projects during the summer prior to the opening of school. Teachers will also be provided with collaborative planning time to develop these cross curricular projects while utilizing BIE's PBL template. The J-STEAM projects will be completed as part of ILA's hands-on investigation of Science, during our J-STEAM instructional time (as shown in our sample schedules), and students will be provided with additional time to complete their projects during the learning centers time (as shown in our sample schedules).

Visual and Performing Arts (Non-Core)

ILA will utilize an enrichment/arts rotation of subject matter across all the grades to provide students a broad exposure to a variety of the arts by partnering with local artists and community partners. The goal of enrichment coursework to develop well-rounded citizens and to broaden their awareness of multiple intelligences (e.g., musical, linguistic-verbal, kinesthetic-bodily, interpersonal, logical, visual-spatial).

⁷⁵ (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press.

⁷⁶ <http://www.kacee.org/files/Inquiry%20&%205E%20Instructional%20Model.pdf>



Our program will build upon the strengths and existing programs within the community. Some of the activities that students will be engaged in include theater (plays), spoken word, creating art, dance, drumming, music, choir/singing, foreign language, visual arts, and speech. These activities will help facilitate the leadership theme of the school and provide opportunities for our students to practice public speaking, enunciation, increase their community connectedness, and strengthen community engagement. Many of their projects will be incorporated into the Community JAM presentation, especially with younger students.

Public Speaking/Spoken Word: In this course, students will learn to speak confidently in front of a group and share their ideas in public. Public speaking provides exposure to different types of speeches, practice speaking clearly and loudly, memorization techniques, as well as posture and gestures while communicating. Throughout the course, students will write and deliver speeches, memorize speeches, and practice using a microphone.

Dance: Dance provides exposure to performing arts, music, and expressing emotions and stories through movement. In dance class, students explore the basics of a variety of dance types (including hip hop, jazz, and ballet), as well as practice performing for an audience.

Music/Choral Ensemble: This course will educate students on basic processing, analyzing music, the cultural dimension of music, tempo and rhythm, memorization of songs, learning how to perform with their voice and/or instruments, and showcasing their work.

Visual Arts: Students will learn art methods, how to use different materials, and many artistic techniques. They get exposed to the elements, principles of designs, and learn to express themselves and take risks in creating art. As the year progresses, students will focus on how art has the power to build a positive social climate, students begin to use art as a form of social justice, and learn about cultures around the world through art.

Health and Physical Education (Non-Core)

Health and Physical Education across the grade levels will be aligned to California's Standards for Physical Education. Students will participate in state-mandated fitness testing for grades 5 and 7. Additionally, the physical education framework will be used to shape the physical education lesson plans for Invictus students. Invictus will use *SPARK Physical Education* curriculum, which makes PE more inclusive, active, and fun for K-12 students. The *SPARK PE* program produces positive results that impact students for a lifetime.

ILA students will receive more than the minimum required minutes of Physical Education; 160 min/10 days in grades TK/K, 240 min / 10 days in grades 1-5, and 440 min/10 days in grades 6-8. Activities and objectives of physical education include teamwork, gross motor skills, etc. as defined by the framework. Recognizing the significant connection of physical fitness to mental strength/acute, Invictus will offer a wide variety of experiences for our students including by not limited to Dance, Taekwondo, Team sports: like Volleyball, Zumba, and even agility drills. To support a vibrant PE program, the budget includes expenditures to purchase curriculum and supplies (Playworks, etc.). The materials purchased will also be used for recess/nutrition breaks.

Character Education (Non-Core)

Character education is the deliberate effort to help people understand, care about, and act upon core ethical values." In his landmark book, *Educating for Character*,⁷⁷ Dr. Lickona asserts that "When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within."

Invictus will use classroom circles and *Good Character.com*, an online resource for lesson plans that will engage our students in developmentally appropriate activities that make them think critically about moral and ethical questions, inspire them to become committed to moral and ethical actions and give them

⁷⁷ Thomas Lickona, *Educating For Character* (New York: Bantam, 1991)

ample opportunities to practice moral and ethical behavior. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners as listed below.

Grade Span	Character Trait Taught
Grades TK-3	Prejudice Bullying Listening to Others Working Out Conflicts Controlling Anger Citizenship Caring Fairness Responsibility Respect
Grades 4-5	Resolving Conflicts Asking for Help Appreciating Yourself Doing the Right Thing Saying No Being Responsible Cooperation Caring Fairness Trustworthiness
Grades 6-8	Citizenship Fairness Responsibility Respect Trustworthiness Respecting Others Getting Along with Parents Friendship Speaking of Sex Saying "No" to Alcohol and Other Drugs Preventing Conflicts and Violence Handling Emotions Dealing with Pressures Setting and Achieving Goals Enhancing Self-Esteem You and Your Values

Much of the emphasis in the primary years on character education is expanded upon in the upper elementary grades with the ethics curriculum; as the students get older, we expect them to become more self-aware and autonomous. Students in the upper grades (6-8) will explore character traits through social justice issues.

Innovative Curricular Components of the Educational Program

Invictus' Innovative Curricular Components are **personalization**, **leadership development**, and **project-based STEAM** (which are described in How Learning Best Occurs). We also have incorporated research-based instructional strategies and structures to help facilitate our goal of building exceptional academic skills while addressing the unique socio-emotional needs of our targeted student population.

Intervention and Enrichment Programs

In support of our focus to ensure all our students have access to the jobs and industries of the future, Invictus will provide our students with numerous opportunities to master essential literacy and math skills through targeted interventions, such as small group reteaching, providing varied texts or supplemental materials at different levels of reading difficulty, dividing instruction into shortened segments and providing feedback to students before moving to the next segment, and using technological tools or software to allow students to access content in multiple ways, which are explicitly scheduled during the day for ELA and Math. Invictus has also strategically selected curriculum that contains supports for our students that are most at risk for failure.

In support of all our students having access to deep learning opportunities to engage in problem solving, our J-STEAM curriculum and projects will not only provide enrichment opportunities to students that have mastered the essential core content, but will also provide enrichment to students that otherwise would be “remediated” all day long.

Additional enrichment opportunities are built into our master schedule during our “Arts Wheel”. Invictus believes it is important for the whole child to be developed and exposure to a variety of arts will facilitate our students’ imaginations and their creativity, which are also key 21st century skills need for them to be leaders and problem-solvers in the future.

Curricular and Instructional Materials

Invictus Leadership Academy: Curriculum for Core subjects

Subject	Grades	Selected Curriculum	Supplemental materials (including ELD supplemental materials)
English Language Arts with Integrated ELD (and Designated ELD Instruction)	TK	Play-based learning of literacy and reading precursors. Zoophonics (phonetic instruction) Zaner Bloser (handwriting)	Lower Grades DIBELS Fountas and Pinnell Zoophonics (phonetic instruction) Zaner Bloser (handwriting)
	K-3	<i>Reading Wonders</i>	
	4-6	<i>Reading Wonders</i>	
	6-8 (includes Designated ELD)	<i>Amplify ELA: California Edition and Amplify ELD: California Edition</i>	Upper Grades Imagine Learning Quizzizz Brain Pop/Brain Pop Jr
Math	TK	Play-based learning of math literacy, counting, and numbers aligned to California Preschool Learning Foundations	Quizzizz
	K-8	<i>enVision Math (k-6) and Digits (7-8)</i>	Brain Pop/BrainPop Jr.
Science	K-8	<i>Common Core-aligned curriculum developed by Achievement First Open Source</i> www.achievementfirst.org/resources	Quizzizz
Social Studies	TK-8	<i>Common Core-aligned curriculum</i>	

		<i>developed by Achievement First</i> <i>Open Source</i> www.achievementfirst.org/resources	
Physical Education	TK-8	<i>Playworks</i> <i>SPARK Equipment and lessons</i>	

Instructional Methods and Strategies

Invictus has selected research-based instructional methods and strategies, and curricula that have been proven successful in schools serving similar populations as described within this element. The table below lists several key instructional strategies that will be used during ELA and across all subject areas.

Classroom Instructional Strategies and Research Basis

Strategy	Description
Read Aloud	The teacher reads aloud to children (in lower grades) to model reading fluency with expression. This has been highly associated with student reading success and building a love for reading. Teacher perhaps most importantly models the metacognitive processes that enhance comprehension. ^{78, 79}
Explicit Phonetic Instruction	Teachers will explicitly engage students in the mastery of phonetics to facilitate mastery of reading and academic vocabulary. Invictus will use a research-based program with proven results; students learn the sounds associated with each letter and its name (using total physical response and songs). Student can identify and decode words, which facilitates reading, comprehension, and writing. ^{80, 81, 82}
Guided Reading (For Reading Comprehension)	Students are taught how to track print and understand punctuation.
Teaching Academic Vocabulary and Academic Discourse	Students are explicitly taught academic vocabulary to enhance comprehension in all core subject (especially technical subjects). Students are given scaffolds to correctly use academic vocabulary to demonstrate their understanding. ^{83, 84} Researchers have found a 30-million-word gap between more affluent kindergartners and low-income students.
Handwriting and Writing	Invictus supports students' ability to capture their thoughts and communicate their ideas; therefore, our teachers will require physical handwritten responses from our students. In the primary grades, teachers will instruct students on how to form print and cursive correctly. Given that writing has been tied to deeper understanding and aides in forming memory ^{85, 86} .

⁷⁸Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *The reading teacher*, 55(1), 10-20.

⁷⁹ Morrison, V., & Wlodarczyk, L. (2009). Revisiting read-aloud: Instructional strategies that encourage students' engagement with texts. *The Reading Teacher*, 63(2), 110-118.

⁸⁰ Abbott, M., Walton, C., & Greenwood, C. R. (2002). Phonemic awareness in kindergarten and first grade. *Teaching Exceptional Children*, 34(4), 20-26.

⁸¹ Gordon, J., Darcy, I., & Ewert, D. (2012, August). Pronunciation teaching and learning: Effects of explicit phonetic instruction in the L2 classroom. In *Proceedings of the 4th pronunciation in second language learning and teaching conference* (pp. 194-206).

⁸² Saito, K. (2011). Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: An instructed SLA approach to L2 phonology. *Language awareness*, 20(1),

⁸³Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30-million-word gap by age 3. *American educator*, 27(1), 4-9.

⁸⁴Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *The Elementary School Journal*, 112(3), 497-518.

⁸⁵ Berninger, V. W., Vaughan, K. B., Abbott, R. D., Abbott, S. P., Rogan, L. W., Brooks, A., ... & Graham, S. (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology*, 89(4), 652.

⁸⁶ Feder, K. P., & Majnemer, A. (2007). Handwriting development, competency, and intervention. *Developmental Medicine & Child Neurology*, 49(4), 312-317.

Strategy	Description
Computer-Based Instruction	Teachers will create centers during differentiation time that allows each student to rotate through various ways of reteaching content, which will include computer-based instruction. Students will have access to differentiated content to practice for mastery (remediation) and extend their learning (beyond grade-level mastery). This will support every child reaching their full capacity and help them become self-motivated and directed learners as we celebrate the incremental progress of all. Furthermore, our students will be familiar with both the format and question types used on computer-based state standardized assessment through our interim assessments completed on the NWEA MAP ^{87, 88, 89} .
Checking for Understanding	Teachers will frequently check for understanding in a variety of ways to prevent faulty concept formation. The use of multiple modalities will enhance student engagement, and students will have multiple opportunities to demonstrate understanding or lack of understanding during each lesson ^{90, 91} .
Direct Instruction	It is a teacher-directed method, meaning that the teacher stands in front of a classroom and presents the information. Teachers will use straightforward, explicit teaching techniques, usually to teach a specific skill and vocabulary ⁹² .
Inquiry –Based Instruction	It is a student-direct method of learning, a constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned ⁹³ .
Project GLAD Strategies	Guided Language Acquisition Design is a model of professional learning in the area of language acquisition and literacy for grades K-12. The strategies and model promote English language acquisition, academic achievement, and cross-cultural awareness. These strategies are particularly useful for the mastery of language acquisition while engaging students with grade level content across subject areas ⁹⁴ .

Implementation and Mastery of State Content and Performance Standards

Invictus has selected a state-adopted CCSS aligned curriculum for ELA, ELD, and mathematics. Additionally, Invictus has selected History and Science curricula that has the California state standards, including CCSS, Next Generation Science Standards, and English Language Development as its foundation. Units are explicitly designed to ensure all grade-level standards are met. Invictus recognizes

⁸⁷ Azevedo, R., & Bernard, R. M. (1995). A meta-analysis of the effects of feedback in computer-based instruction. *Journal of Educational Computing Research*, 13(2), 111-127.

⁸⁸ Hooper, S. (1992). Effects of peer interaction during computer-based mathematics instruction. *The Journal of Educational Research*, 85(3), 180-189.

⁸⁹ Serin, O. (2011). The Effects of the Computer-Based Instruction on the Achievement and Problem Solving Skills of the Science and Technology Students. *Turkish Online Journal of Educational Technology-TOJET*, 10(1), 183-201.45-59.

⁹⁰ Fisher, D., & Frey, N. (2015). *Checking for understanding: Formative assessment techniques for your classroom*. ASCD.

⁹¹ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

⁹² Klahr, David, and Milena Nigam. "The equivalence of learning paths in early science instruction: Effects of direct instruction and discovery learning." *Psychological science* 15.10 (2004): 661-667.

⁹³ Balım, Ali Günay. "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills." *Eurasian Journal of Educational Research (EJER)* 35 (2009).

⁹⁴ Deussen, Theresa, et al. "The Impact of Project GLAD on Students' Literacy and Science Learning: Year 1 Results from a Cluster-Randomized Trial of Sheltered Instruction." *Society for Research on Educational Effectiveness* (2014).



the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications, and requirements.

Development of Technology-Related skills and Student Use of Technology

Invictus will maintain a technology-rich environment as our students utilize a variety of tech tools such as 3-D printers, VR glasses, computers, and tablets to investigate, learn, and create within our curricular program. Our students will also routinely use technology to enhance, accelerate, and communicate their learning, which is reflected in our submitted budget. Furthermore, our students will be familiar with both the format and question types used on computer-based state standardized assessment through our interim assessments completed on the NWEA MAP.

Transitional Kindergarten

Invictus Leadership Academy's Transitional Kindergarten program will follow state guidelines for enrollment and comply with all applicable requirements regarding transitional kindergarten. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science, and social studies.

Invictus Leadership Academy's TK/Kinder program will provide students with:

- A developmentally appropriate classroom environment that engages children in learning that resembles play with many hands-on centers
- A differentiated environment to support the acquisition of academic English, for all learners, especially our English Language Learners
- Small group instruction that at times is self-directed (Montessori-like approach to learning)
- Blended kindergarten and pre-school content standards for socio-emotional development, language literacy, and math literacy
- Deliberate engagement of parents/families to support learning
- Communication and community celebration of the achievement of significant milestones (including the use of our Learning Passports)
- Age-appropriate contribution to the Annual Community JAM day (School-wide Social Justice Project-based learning)

Invictus Leadership Academy will offer a full-day TK/Kindergarten program that blends standards from the Kindergarten Common Core and the Transitional Kindergarten Implementation Guide published by the State of California. The focus is on social-emotional development (through a Responsive Classroom) in conjunction with an introduction to the four core subjects (ELA, math, science, and social science), along with the arts and physical activity. The classrooms will be vibrant, cheery, print-rich places, filled with books, manipulatives, a dramatic play area, and arts. Learning is active and includes whole-group activities, smaller group rotations, and time for students to practice being independent workers. Each day includes time for unstructured free play.

Teachers in TK-K emphasize the importance of storytelling and books and focus on English language acquisition through both academics and play. There is a myriad of ways in which the students will have early listening and speaking opportunities focused on vocabulary and grammar, which build a foundation for kindergarten standards. The students will use technology (such as tablets or iPads) with apps in various genres (alphabet, storytelling, learning shapes and colors, and more). Brief homework assignments will be given and are designed to engage parents in their children's learning.

Invictus will comply with teacher credential requirements for TK classrooms; specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

Academic Calendar and Schedules

The school calendar of instructional days is located on the following page, and displays the first instructional day (August 20, 2020), each holiday, teacher professional development day, non-student days, and the last day of instruction (June 11, 2021.)

As demonstrated in the following tables for instructional minutes, Invictus Leadership Academy will provide its students with significantly more instructional minutes than the state-mandated minimums established for each grade level to be served. Furthermore, the instructional days and minutes ensure that our school exceeds California's mandated minimum number of minutes for physical education (minimum of 200 minutes /10 days for grades 1-6, and 400 minutes/10 days for grades 7/8.)

Invictus Leadership Academy: Proposed School Calendar for 2020-21

August 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
April 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
January 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
May 2021						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
June 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
July 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Trimesters end: November 13th, 2019; March 4th, 2020; and June 11th, 2020

Sep 7 th	Labor Day	Dec 25 th	Christmas Day	Feb 15 th	Presidents' Day	Nov 26 th	Thanksgiving Day		Minimum Days		Holiday Breaks
Oct 12 th	Columbus Day	Jan 1 st	New Year's Day	May 31 st	Memorial Day		Parent Conferences		First/Last Days		PD Days w/o students

LAUSD Minutes Calculation for Invictus Leadership Academy

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	Yes	138	345	35	220	7	220			180	36000	56850	20850
1	Yes	138	345	35	220	7	240			180	50400	56990	6590
2	Yes	138	360	35	240	7	240			180	50400	59760	9360
3	Yes	138	360	35	240	7	240			180	50400	59760	9360
4	Yes	138	380	35	240	7	240			180	54000	62520	8520
5	Yes	138	380	35	240	7	240			180	54000	62520	8520
6	Yes	138	380	35	240	7	240			180	54000	62520	8520
7	Yes	138	381	35	240	7	240			180	54000	62658	8658
8	Yes	138	381	35	240	7	240			180	54000	62658	8658

Sample of Daily Schedules

To facilitate our mission, we will begin each regular instructional day (Mondays, Tuesdays, Thursdays, and Fridays) at 8:00 am and dismiss at 3:00 pm (see Table 3). ILA has scheduled 138 regular days, 35 early dismissal days (Wednesdays), and seven minimum days.

Along with the previously described subject matter focused instructional times, Invictus will include instructional minutes that supports ILA's personalization of instruction for our students (as shown within the charts that follow). These components include Free-play and Opening activities (in the lower grades), ELD/Differentiation Time, and Learning Centers Time.

Free-Play: an unstructured, child-initiated time of activities that help develop social and emotional skills, children's imaginations, and will include students playing with dolls, blocks, crayons, paper, and clay in unstructured play.

Opening Activities: at the lower grades, teachers will work with students to re-inforce previously taught concepts through structured review (concepts like counting numbers, the days of the week, months of the year, colors, and time) and introduce the concepts for the day. Teachers will also check in with individual students to monitor their progress and provide interventions. This is also that time of the day that Community circles are held and where students can address issues that may have arisen.

ELD/Differentiation: EL students at ELPAC Levels 1 and 2 will participate in designated ELD Instruction while all other students will participate in differentiated ELA supports based upon their individual strengths and academic gaps. All Invictus students will be grouped and participate in remediation/enrichment activities that engage other learning modalities (including computer based instruction, project completion, small group instruction, and individual paper-pencil work) according to their learning needs.

Math Centers: students will participate in differentiated Math supports based upon their individual strengths and academic gaps. All Invictus students will be grouped and participate in remediation/enrichment activities that engage other learning modalities (including computer based instruction, project completion, small group instruction, and individual paper-pencil work) according to their learning needs.

Learning Centers: a learning time when students can work on their J-STEAM capstone projects, their individual learning goals, and are provided with additional supports based upon their most urgent learning needs. This is also the time that ILA's character education/leadership theme is explored by students, community circles are held, and when interdisciplinary connections are made with students.

Furthermore, ILA's older students that have mastered their learning objectives for the trimester will select their next learning objective (which is tied to our goal of building student agency).

Arts Wheel: this instructional time supports the arts component of our STEAM focus through a rotation of visual and performing arts activities that support the thematic learning of our students each trimester and will contribute to the

Regular Day Instructional Minutes (TK-K)

Subject	Time	Minutes
Free Play- Learning through Play	8:00 – 8:30	30 min
Opening Activities	8:30 – 8:45	15 min
Language Arts	8:45 – 9:30	45 min
Recess	9:30 – 9:45	15 min
ELD/Language Arts Differentiation	10:00 – 10:30	30 min
Math	10:30 – 11:15	45 min
Learning Centers	11:15 – 11:30	15 min.
Lunch/ Recess	11:30 -12:10	40 min.
Quiet Time	12:10 – 12:30	20 min.
Math Centers	12:30 – 1:00	30 min.
Learning Centers	1:00 – 1:30	30 min
Physical Ed./ Recess	1:30 -1:50	20 min.
J-STEAM	1:50 – 2:30	40 min.
Arts Wheel	2:30 -3:00	30 min.

Regular Day Instructional Minutes (Grades 1 – 2)

Subject	Time	Minutes
Opening Activities	8:00 – 8:30	30 min
Language Arts	8:30 – 9:30	60 min
Physical Education	9:30 – 10:00	30 min
Math Centers	10:00 – 10:30	30 min
Math	10:30 – 11:20	50 min
Lunch/ Recess	11:20 -12:00	40 min.
ELD/Language Arts Differentiation	12:00 – 12:45	45 min.
J-STEAM	12:45 – 1:30	45 min
Recess	1:30 – 1:50	20 min
Learning Centers	1:50 – 2:30	40 min
Arts Wheel	2:30 -3:00	30 min.

Regular Day Instructional Minutes (Grades 3- 5)

Subject	Time	Minutes
Language Arts	8:00 – 9:00	50 min
ELD/Language Arts Differentiation	9:00 -9:40	40 min
Learning Centers	9:40 – 10:00	20 min
Physical Education	10:00 -10:30	30 min
Math Centers	10:30 – 11:00	30 min

Subject	Time	Minutes
Math	<i>11:00 – 12:00</i>	<i>40 min</i>
Lunch/Recess	12:00 – 12:40	40 min
Learning Centers	12:40 – 1:00	20 min
J-STEAM History (Mon, Thurs.), STEM (Tues, Wed & Fri)	1:00 – 2:00	60 min
Arts Wheel	2:00- 2:30	30 min
Learning Centers	2:30 -3:00	30 min

While Junior High grades (7th and 8th) will not begin until 2022, the initial configuration of the instructional day for students in grades 7 and 8 will be as displayed in the table below. These teachers may be single subject or multi-subject (based upon enrollment).

Regular Day Instructional Minutes (6-8)

Subject	Time	Minutes
J-STEAM History (Mon, Thurs.), STEAM (Tues, Wed & Fri)	8:00 – 8:55	57 min
Passing Period	3 min	
ELD/Language Arts Differentiation	9:00 – 9:45	45 min
Learning Centers	9:45 – 10:27	40 min
Passing Period	3 min	
Physical Education	10:30 -11:27	55 min
Passing Period	3 min	
Math	11:30 – 12:30	60 min
Lunch	<i>12:30 – 1:00</i>	<i>30 min</i>
Language Arts	1:00 – 1:57	55 min
Passing Period	3 min	
Math Centers	2:00 – 2:30	30 min
Arts Wheel	2:30 – 3:00	30 min

Wednesday and Minimum Instructional Minutes (TK-K)

Subject	Time	Minutes
Opening Activities	8:00 – 8:15	15 min
Language Arts	8:15 – 9:00	45 min
Math	9:00 – 9:40	40 min
Recess	9:40 – 10:00	20 min
ELD/Language Arts Differentiation	10:00 – 10:30	30 min
Learning Centers	10:30 – 11:00	30 min
Math Centers	11:00 – 11:30	30 min.
Arts Wheel	11:30 -12:00	30 min.
Lunch/ Recess	12:00 – 12:30	30 min.
Dismissal	12:30	30 min.

Wednesday and Minimum Day Instructional Minutes (Grades 1 – 2)

Subject	Time	Minutes
Opening Activities	8:00 – 8:15	15 min
Language Arts	8:15 – 9:00	45 min
ELD/Language Arts Differentiation	9:00 – 9:40	30 min
Learning Centers with Snack	9:40 – 10:00	30 min
Math	10:00 – 11:00	30 min
Arts Wheel	11:00 – 11:30	30 min.
Math Centers	11:30 -12:00	30 min.
Lunch/ Recess	12:00 – 12:30	30 min.
Dismissal	12:30	30 min.

Wednesday and Minimum Day Instructional Minutes (Grades 3- 5)

Subject	Time	Minutes
Math Centers	8:00 – 8:30	15 min
Math	8:30 – 9:30	60 min
Learning Centers with Snack	9:30 – 10:00	30 min
Language Arts	10:00 – 11:00	60 min
ELD/Language Arts Differentiation	11:00 – 11:30	30 min
J-STEAM/Civic Ed	11:30 -12:00	30 min.
Lunch/ Recess	12:00 – 12:30	30 min.
Dismissal	12:30	30 min.

While Junior High grades (7th and 8th) will not begin until 2022, the initial configuration of the instructional day on Wednesdays for students in grades 7 and 8 will be as displayed in the table below. These teachers may be single subject or multi-subject (based upon enrollment).

Wednesday and Minimum Day Instructional Minutes (6-8)

Subject	Time	Minutes
J-STEAM/Civic Ed	8:00 – 9:00	60 min
Language Arts	9:00 – 10:00	60 min
Learning Centers with Snack	10:00 - 10:30	30 min
Math Centers	10:30 – 11:00	30 min
Math	11:00 – 12:00	60 min
Lunch/ Recess	12:00 – 12:30	30 min.
Dismissal	12:30	30 min.

Invictus has intentionally structured the length and number of school days to maximize student academic success. To ensure that all students benefit from our structure, every student is expected to attend school every day, arriving on time to each class, and only to be absent from school when they are ill, or other exceptional circumstances prevent their attendance. As described in Element #2, once a student has

missed three days of school, their family will be invited to a conference with school administration to collectively strategize about ways to minimize absences and to support consistent and regular school attendance. Attendance is such a vital part of student success that chronic absenteeism is highly predictive of poor academic outcomes^{95, 96}. At Invictus Leadership Academy, failure to attend consistently is a factor taken into consideration when retention decisions are made. However, special consideration will be given to students that have extended illnesses or extenuating circumstances.

Professional Development

Research suggests that the single most influential person on student achievement (after parents/family) are teachers⁹⁷. Therefore, Invictus will recruit and develop staff members that not only hold high expectations for student progress but also have a high sense of self-efficacy.

Along with the “will” to teach, core belief of holding elevated expectations for all students, and being actively engaged and open to improving their craft as a teacher, all our instructional staff must be willing to be coached, use data to drive instruction (and select effective strategies), as well as being committed to doing what works to realize the desired student outcomes. Understanding that all school systems seek these kinds of educators, we will offer competitive salaries and have deliberately put structures of support and coaching in place for teachers that do not have previous experience closing the achievement gap with African American, Latino, and Language Learner students.

Student achievement suffers when there is a lack of teacher effectiveness,⁹⁸ and coaching has been found to increase teacher capacity⁹⁹. Research suggests that the best environments for learning are those where staff (especially teachers) have a high sense of efficacy¹⁰⁰, a clear and shared vision for student learning, and elevated expectations for student outcomes¹⁰¹. Professional Learning Communities have been shown to facilitate the kind of adult learning environments that build the capacity of staff and facilitate exceptional student learning outcomes¹⁰².

ILA’s acknowledges the need to provide teachers time and training to strongly implement our other core components. Researchers have acknowledged that teacher professional development is essential to

⁹⁵ Gottfried, M. A. (2009). Excused versus unexcused: How student absences in elementary school affect academic achievement. *Educational Evaluation and Policy Analysis*, 31(4), 392-415.

⁹⁶ Moonie, S., Sterling, D. A., Figgs, L. W., & Castro, M. (2008). The relationship between school absence, academic performance, and asthma status. *Journal of School Health*, 78(3), 140-148.

⁹⁷ Stronge, J. H., & Hindman, J. L. (2003). Hiring the best teachers. *Educational Leadership*, 60(8), 48-52.

⁹⁸ Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American economic review*, 94(2), 247-252.

⁹⁹ Marsh, J. A., McCombs, J. S., Lockwood, J. R., Martorell, F., Gershwin, D., Naftel, S., ... & Crego, A. (2008). Florida’s Middle School Reading Coaches: What Do They Do? Are They Effective? Research Brief. *RAND Corporation*.

¹⁰⁰ Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of educational research*, 68(2), 202-248.

¹⁰¹ Rubie-Davies, C., Hattie, J., & Hamilton, R. (2006). Expecting the best for students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology*, 76(3), 429-444.

¹⁰² Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and teacher education*, 24(1), 80-91.

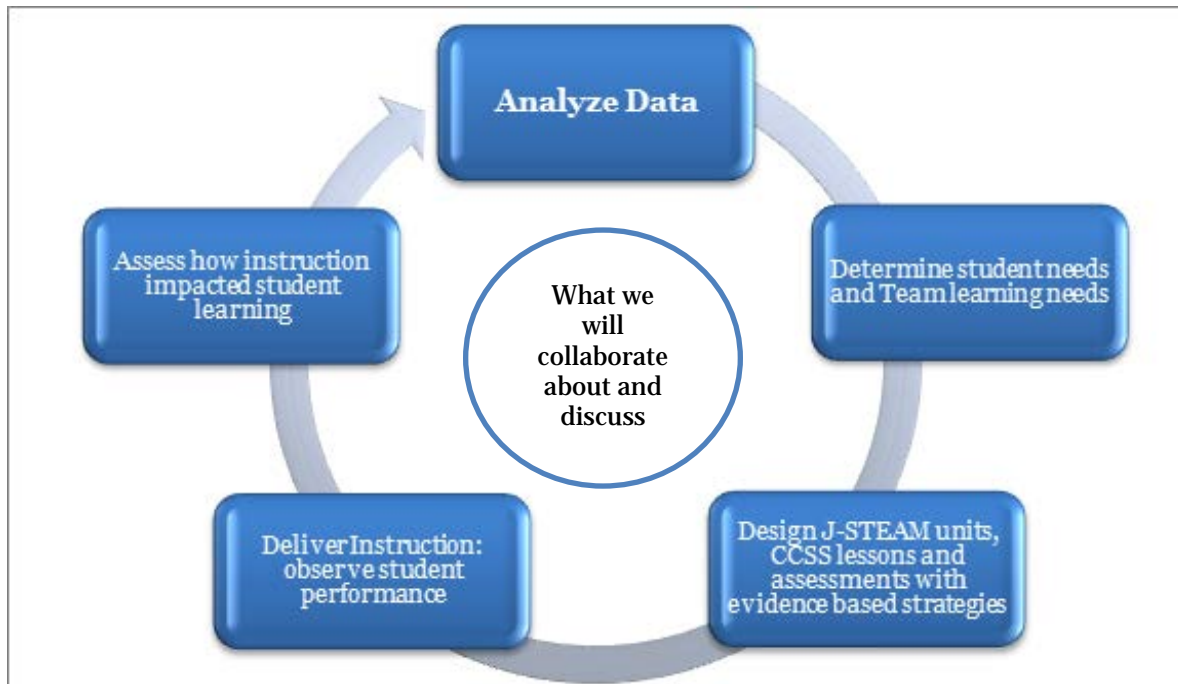
effectively implementing a nurturing environment^{103, 104, 105, 106, 107}; personalized learning^{108, 109, 110}, and project-based learning.^{111, 112, 113, 114}

Professional Learning Community (PLC)

Invictus will be a reflective learning organization, with a mindset of continuous improvement through regular reflection on student outcomes and the effectiveness of our programs and systems. ILA will implement a cycle of inquiry within our PLC and analyze outcomes each trimester with our instructional staff (teachers and instructional support staff), and collaboratively formulate next steps as shown in the graphic that follows. ILA's PLC strategy meetings will provide our instructional staff with professional development opportunities to review student outcomes at the conclusion of each trimester to ground our discussions and planning for the upcoming trimester (which is further described in Element 2/3).

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- ¹⁰³ Bradshaw, Catherine P., Wendy M. Reinke, Louis D. Brown, Katherine B. Bevans, and Philip J. Leaf. "Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial." *Education and Treatment of Children* 31, no. 1 (2008): 1-26.
- ¹⁰⁴ Bradshaw, Catherine P., Wendy M. Reinke, Louis D. Brown, Katherine B. Bevans, and Philip J. Leaf. "Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial." *Education and Treatment of Children* 31, no. 1 (2008): 1-26.
- ¹⁰⁵ Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8(1), 144-162.
- ¹⁰⁶ Curwin, Richard (2013) *Affirmative Classroom Management: How Do I Develop Effective Rules and Consequences in My School?* ASCD
- ¹⁰⁷ Ridgard, T. J., Laracy, S. D., DuPaul, G. J., Shapiro, E. S., & Power, T. J. (2015). Trauma-Informed Care in Schools: A Social Justice Imperative. *Communique*, 44(2), 1-12.
- ¹⁰⁸ Balfanz, R., & Byrnes, V. (2006). Closing the mathematics achievement gap in high-poverty middle schools: Enablers and constraints. *Journal of Education for Students Placed at risk*, 11(2), 143-159
- ¹⁰⁹ Beecher, M., & Sweeny, S. M. (2008). Closing the achievement gap with curriculum enrichment and differentiation: One school's story. *Journal of advanced academics*, 19(3), 502-530.
- ¹¹⁰ De Witte, K., Haelermans, C., & Rogge, N. (2015). The effectiveness of a computer-assisted math learning program. *Journal of Computer Assisted Learning*, 31(4), 314-329.
- ¹¹¹ Darling-Hammond, L., Friedlaender, D., & Snyder, J. (2014). Student-centered schools: Policy supports for closing the opportunity gap. *Policy Brief from Stanford Center for Opportunity Policy in Education*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-policy.pdf>.
- ¹¹² Solomon, G. (2003). Project-based learning: A primer. *Technology and learning-dayton*, 23(6), 20-20.
- ¹¹³ Mergendoller, J., & Ravitz, J. (2007, March). Teach Your Students How to Do Project Based Learning with PBL-Online. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2007, No. 1, pp. 2053-2055).
- ¹¹⁴ Strobel, J. & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta analyses comparing PBL to conventional classrooms. *The Interdisciplinary Journal of Problem-Based Learning*, 3(1).

ILA Collaborative Learning Cycle for PLCs



Invictus will begin with the “end in mind,” backward mapping key grade-level objectives for the year that should be mastered from the CCSS frameworks for all core subject areas, and the California Preschool Learning Foundations for TK students. These end-of-the-year objectives will inform our trimester learning objectives and help drive the selection of student objectives for their learning passports.

Additionally, ILA instructional staff (teachers and instructional aides) will participate in regular professional development (PD) and have regularly scheduled times to collaborate as a PLC. These times include intensive summer and mid-year PD days, Wednesday preparation time, classroom-based coaching, and trimester data reviews. More information details about our professional development are located later in this element.

Coaching within the classroom

Classroom-based coaching can powerfully affect student achievement by offering support, feedback, and intensive, individualized professional learning to teachers based upon their classroom practices.¹¹⁵ ILA will use this professional development strategy by involving experts in strategic subject areas (reading, literacy, and STEAM) and/or set of teaching strategies (GLAD and PBL) to work closely with teachers to improve classroom practice and, ultimately, student achievement. During our first year, the Intervention Specialist and an outside consultant will provide non-evaluative coaching support to teachers within one of the previously mentioned domains. The domain selected will be mutually agreed upon by the teacher and coach, based upon the teacher’s strengths and curiosities. The outside coach will have former teaching experience and a proven track record of improving student achievement with similar student populations.

¹¹⁵ Knight, J. (2006). Instructional Coaching. *School Administrator*, 63(4), 36.

Opening and Ongoing Professional Development

All instructional staff (Teachers, Teacher Aides, and Specialists-STEAM, etc.) will engage in collaborative planning and professional development for two weeks, 7 hours of training/day beginning on August 5th, 2020, and four full days of professional development (PD) throughout the school year. In subsequent years, one week of teacher PD and collaborative planning time will occur each summer. During summer PD, emphasis will be placed on ensuring our instructional staff have a comprehensive understanding of our instructional methodologies and are able to plan and implement lessons that incorporate our model consistently, and all legally required trainings (such as Health and Safety policies and procedures, emergency protocols, mandated reporter, bloodborne pathogens and first aid/CPR training). Summer professional development will especially emphasize the following:

- Building Project-Based learning units that are developmentally appropriate, cross-curricular, and thematically aligned to J-STEAM
- Implementing PBIS and Restorative Justice (RJ)
- Implementing Common Core State Standards and lesson planning (particularly incorporating differentiation for ELs)
- Teaching Reading and Writing across grade levels and subject areas
- Creating classroom environments that are supportive and utilizing trauma-informed best practices for educators

During the initial weeks of each school year, instructional leaders will focus on visiting classrooms and supporting teachers on the implementation of our learning model, pedagogy, teaching strategies, and help establish a professional learning community among all instructional staff.

Instructional staff will participate in ongoing professional development after the student-day on each of the 35 Wednesday school days. The major focus of these professional development sessions will be on evaluating student data (academic and behavioral) and determining instructional interventions/strategies to be used. These PD sessions will also focus on building instructional capacity (but not limited to) the following:

- Teaching Phonetic Awareness and Early Literacy, and using DIBELS data
- Meeting the needs of English Learners and using GLAD and SDAIE Strategies
- Meeting the needs of all students: including GATE, students achieving below grade level, students with Disabilities, Foster Youth and Standard English Learners
- Writing across content areas
- J-STEAM Project facilitation and creation, Social Justice themed projects that are explored through Science, Technology, Engineering, and Mathematics
- Buck Institute for Education: Constructivism and Project-Based Learning
- Civic Education Lesson Planning/Service Learning and ties to Common Core State Standards (across subject areas)
- Supporting Healthy School and Classroom Culture (PBIS and RJ), Socio-emotional development, and Trauma-Informed Instructional Structures
- High-Quality Core Instruction- by content area (there will be much focus on ELA and Math)
- Differentiation and creation of Interdisciplinary learning centers
- Using Data to Drive Instruction from formative and summative data
- Using technology to teach and extend student learning
- Teachers collaboratively creating formative assessments (using assessment item bank)

Invictus Leadership Academy has also planned **four pupil-free days** (Oct. 9th, Jan. 4th, March 5th, and April 12th) during our first year to provide **in-depth and ongoing professional development** to our instructional and support staff in essential components to our innovative model and unique context. Each year we will select two professional development topics as a focus for deep understanding and implementation during our full-day Professional Developments. These topics will complement the beginning of the year PD that our staff will engage in and be shaped by the needs and input of our staff.



Additionally, to support the creation and execution of exceptional lessons; Core Classroom Teachers will be given preparation time each week, during their student's Physical Education/Arts instruction. During this prep time, teachers will most often prepare lessons and materials for their classrooms. However, periodically, teachers will use that time for team meetings, data discussions, to discuss formal and informal observations, and may attend parent/SST/IEP meetings. Teachers will also be expected to reflect on their craft and actively seek to improve their skills as an instructional leader.

Administrative and teaching staff will collaboratively select and develop curriculum and assessments, review student achievement data (with a focus on subgroup performance) and discuss individual students. Teachers will come together as a professional learning community to examine student work, plan lessons and projects, and give each other supportive and critical feedback. Through ongoing classroom observations, grade level teacher meetings facilitated discussions around best practices, data analysis, and academic planning; teachers will continuously collaborate to meet individual, subgroup, grade level, and whole school student needs.

Furthermore, Invictus Leadership Academy has budgeted for high-quality external professional development of its instructional staff and will only utilize service providers (in appropriate subject matters), that have a proven track record of their methodologies working in schools situated in urban communities similar to Watts (e.g., WestEd, DuFour-Professional Learning Communities, or Marzano-What works in schools).

Recruiting and Staffing the School with Qualified Teachers

The impact that teacher quality has on student achievement can be felt even beyond the single year of their interactive presence. Researchers have found that the most effective teachers can improve student achievement by more than one year within a single year. And conversely, the impact of an ineffective teacher can be observed multiple years after the poor instruction has passed. Therefore, it is of primary importance that teachers that have a powerful sense of purpose, passion, i.e., the "Will to Teach" are secured immediately upon the approval of this petition. Staff hiring practices will include investigating core beliefs, and educational philosophies to seek those that are naturally aligned to the core values and mission of Invictus Leadership Academy.

Invictus Leadership Academy will begin aggressively recruiting additional teacher and instructional staff recruitment immediately upon the approval of this petition through multiple electronic platforms (including Edjoin and monster.com), and in-person at job fairs and outreach to educational colleges. ILA will also recruit instructional staff with work experience in STEAM fields to support the creation of novel J-STEAM projects. ILA will not only offer a competitive salary to those individuals that can assist in the development of our social-justice themed educational space but will innovatively advertise our available positions by utilizing job postings and descriptions within job search engines that target potential STEAM, and Social-justice experienced staff.

Multiple resources will be used to recruit and hire the most qualified candidates to fill all staff positions: both classified and certificated. All candidates will be screened, formally interviewed, and complete background checks as described in this element. Specific recruiting practices include:

- Developing and maintaining relationships with local, state, and national graduate schools, and teaching universities such as Loyola Marymount, and UC Riverside
- Leverage national organization such as Teach for America
- Build a social media profile including Facebook, Twitter, Instagram, and LinkedIn
- Advertise positions in prominent educational job websites

Meeting the Needs of All Students

Invictus Leadership Academy has created an ambitious, structured, and supportive environment to assist all children in achieving academic excellence. We embrace all children, regardless of race, ethnicity, socioeconomic status, to achieve at the highest levels. In alignment with our mission, we are using a three-tiered Response to Intervention model (RTI) to differentiate instruction based upon student needs.

On the first tier, all children are given access to the core curriculum. We expect that 70% of students will successfully acquire concepts during first instruction. The second tier consists of supplemental instruction/remediation that will take place within small student groups. This intervention is given to students that fail to master the concept during the first instruction. We expect about 30% of our students will need this intervention to master concepts. The third tier of intervention, the most intensive, is reserved for the top 10% of our children that are not successful after receiving both tier 1 and tier 2 instruction. The third tier of instruction consist of extremely small group instruction, and at times, one-on-one instruction from either the core classroom teacher or the teacher's assistant. Both the second and third tier of intervention will take place during the school day. The second tier takes place during intervention time. The third tier can take place during the school day, and additional interventions may take place after or before school.

Targeted Tier 2 and Tier 3 support for students who are academically low achieving may include:

- Early interventions in reading such as small group systemic teaching of phonics, sight vocabulary words, and one-to-one tutoring during ELA;
- Tutoring;
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the SST process, regarding specific strategies and supports;
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- Other program modifications and supports as determined by the classroom teacher;
- More frequent parent-teacher communication and parent involvement;

Using the Response to Intervention Model, we would never delay the identification of a student with special needs because of our tiered support process. Rather, we believe the system of support will place children in the least restrictive environment while providing rapid identification of students that may need special education services. Students will be recommended to an SST, where appropriate intervention staff will consult for additional interventions and supports through the RTI model and determine next steps when initial interventions do not improve student achievement outcomes.

Invictus is committed to supporting all students and diverse learners and educating them to achieve academic success and college readiness. We will actively recruit students who have been identified as having disabilities or limited English proficiency. Our small school environment is designed to meet the individual needs of all students, and we will specifically address the needs of English learners, students from low socioeconomic communities, high achieving students, students achieving below their grade level, and students in special education, and foster/homeless youth.

Student Success Teams

Invictus Leadership Academy will utilize Student Success Teams (SST) to systematically and collaboratively assist students who despite a variety of support are failing to make adequate progress in their attendance, behavior, and or academic achievement. The SST will review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student. An SST is a general education function. A variety of students can benefit from SST, such as students achieving below grade level, students with suspected special education needs, students who have experienced emotional trauma or behavioral issues. Members of the SST team will include:

- The Executive Director (or Assistant Principal)
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is participating in the general education environment

Anyone who has an ongoing concern about a student's achievement or social concerns can refer to that student for an SST consideration; anyone who relates to the student may provide information to the SST meeting. These people may include but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. Meeting attendance may be restricted by the Executive Director in consultation with the student's parent or guardian to preserve student confidentiality. The meeting is designed to allow all parties involved to work together to create the

best possible plan of action to support the child's unique needs. The plans created by and SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and reevaluation.

English Learners

Invictus will adopt and implement the LAUSD English Learner Master Plan (though we will reserve the option of establishing our own EL Master Plan in later years, subject to LAUSD requirements and approvals) and ensure that English Learners (including those who are reclassified) will have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

We anticipate at least 30% of students will be classified as ELs and intend to enroll EL students through targeted outreach strategies and recruitment in the local community surrounding the school. We anticipate this will be a numerically significant subgroup as defined by the Local Control Funding Formula. To address the academic needs of EL students, all of the major components of ILA's instructional program are designed to promote the academic and social success of EL students, and their full access to the range of opportunities available to all students.

Process for identifying English Learners

Invictus will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not English will be assessed using the Initial English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results on CALPAD. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at Invictus. The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLD):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. 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.

Level	Description
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the CA ELD Standards.

How Invictus Will Use ELPAC Results to Support and Accelerate Students to English Proficiency

Parents will be notified via mail of their child's ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. Invictus will use annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners (EL), determine their English Language Development (ELD) levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for students already identified as EL will be administered within the Annual Assessment window.

Educational Program for English Language Acquisition

ILA believes the most effective instructional approach for schools with high EL populations is to embed English language development (ELD) strategies in all aspects of the curriculum and to provide explicit ELD instruction during the academic day for students in levels one and two. We will follow the California English Language Development Standards, implement SDAIE strategies, and several project Guided Language Acquisition Design (GLAD) strategies (e.g., Graphic Organizer Input Chart, Pictorial Input Chart, Expert Groups, and Cooperative Strip Paragraph) across all subject areas throughout the day (notably, these strategies are beneficial for all students, not just English Learners).

Invictus EL Program Setting	EL Students ELPAC Level	Program Components
Designated ELD	Level 1 and Level 2	<ul style="list-style-type: none"> Students will receive 30 minutes of daily designated instruction aligned to the CA ELD standards as described in the Curriculum and Instruction section of this element for ELD Access to all core subjects with embedded language acquisition supports Primary Language supports when available, and are built into Imagine Learning (support program) and ILA's chosen curriculum for ELA
Integrated ELD (all day in all core subjects)	Levels 1 through 4	<ul style="list-style-type: none"> Access to all core subjects with embedded language acquisition supports Primary Language supports when available (for levels 1 and 2, when

Invictus EL Program Setting	EL Students ELPAC Level	Program Components
		necessary and available for levels 3 and 4), and are built into Imagine Learning (support program) and ILA's chosen curriculum for ELA

Key Strategies for Teachers of English-Language Learners¹¹⁶

1) Vocabulary and Language Development

- i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
- ii) Teachers will build on student's background knowledge.
- iii) Classrooms will reflect a language-rich environment (i.e., language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)

- i) Teachers will structure lessons, so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3) Explicit Instruction

- i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

4) Meaning-Based Context and Universal Themes

- i) Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
- ii) Teachers will create classroom environments that provide authentic opportunities for the use of academic language.
- iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

5) Modeling, Graphic Organizers, and Visuals

- i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC to Support and Accelerate Student Progress

Invictus will base its English Learner support program on the new California ELD Standards. As guided by the CA ELD Standards, ILA teachers will provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one

¹¹⁶ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).



ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. Our Intervention Specialist (initially the Executive Director) will partner with the classroom teachers to include ELD goals on students' learning plans. Additionally, our Intervention Specialist (years 1 and 2), or ELA/ELD Specialist (in years 3 and beyond) will assess student progress towards attainment of the standards using standards-based portfolios.

How Invictus Will Provide English Learners at All Proficiency Levels with Meaningful Access to Full Curriculum, Including Instructional Strategies and Intervention

The instructional program for English learners at Invictus will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development (ELD).

As mentioned, students who are English learners will also be served within the classroom at all grade levels through daily English language development (ELD) lessons on an individual and small group basis. During these focused sessions – both within the classroom, for example during reading instruction time, and in “pull out” sessions as needed (where students will work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring), students will be grouped homogeneously according to their ELD level. Teachers will implement the Reading Wonders curriculum as the foundation of the ELD program.

Key academic vocabulary and concepts will be introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. To ensure that the teaching faculty can work successfully with EL students, classroom teachers at Invictus will be required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

While all students who are classified as EL will receive designated ELD instruction, we know that support for ELs who are learning to read in TK/K and first grade is particularly important. Early intervention is the key to proficiency later. To address this critical issue, students who are identified in Levels 1 and 2 will be offered a richer language experience focusing on the four domains: speaking, listening, writing, and reading. Other activities will include explicitly pre-teaching academic vocabulary, providing opportunities to perform academic tasks while speaking in English, increasing vocabulary and teaching explicitly English grammar and idioms.

In addition:

- Students will have sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students' primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.
- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short vowel sounds to appropriate letters.
- Teachers will provide brief practice sessions for English learners who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of, particularly difficult letter sounds.
- Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.
- Teachers will encourage English learners to take home age-appropriate materials (e.g., flashcards, decodable text, handouts) related to the teaching objective.

Process for annual evaluation of the school's EL program(s)

The Invictus Board of Directors and Executive Director will annually evaluate the effectiveness of the program through an analysis of student achievement on the ELPAC, CAASPPs, benchmark tests, and teacher feedback. In response to the results achieved on these assessments and feedback, Invictus will identify program areas of needed improvement. These areas will be addressed through professional development both the whole school and by grade-level, and through one to one teacher coaching. As

needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

Per California Education Code, any parent/guardian may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, they contact the Executive Director to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt-out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 *California Code of Regulations* Section 11302)

Process and specific criteria for EL reclassification for grades TK-8

EL student classification will use the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).

(<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012)

<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.)

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

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

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. (<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)

Both teachers and administration will monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the Intervention Specialist (in years 1 and 2) or the ELA/ELD Specialist (in years 3 and beyond) will begin to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria will be as follows:

	Kindergarten (2 nd Year)	Grades 1-5	Grades 6-8
Assessment of language proficiency	<ul style="list-style-type: none"> ELPAC Overall Performance Level 4 	<ul style="list-style-type: none"> ELPAC Overall Performance Level 4 	<ul style="list-style-type: none"> ELPAC Overall Performance Level 4
Teacher evaluation, including but not limited to, a review of the student's curriculum mastery	<ul style="list-style-type: none"> Grade of C or above in ELA Teacher Recommendation 	<ul style="list-style-type: none"> Grade of C or above in ELA Teacher Recommendation 	<ul style="list-style-type: none"> Grade of C or above in ELA Teacher Recommendation
Parent/guardian opinion and consultation	<ul style="list-style-type: none"> Parent consultation 	<ul style="list-style-type: none"> Parent consultation 	<ul style="list-style-type: none"> Parent consultation
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age	<ul style="list-style-type: none"> DIBELS 8 (BOY, MOY or EOY) score of Benchmark or Above Benchmark in all DIBELS 8 assessed measures 	<ul style="list-style-type: none"> DIBELS 8 (BOY, MOY or EOY) score of Benchmark or Above Benchmark in all DIBELS 8 assessed measures OR CAASPP English score of Standard Met or Standard Exceeded 	<ul style="list-style-type: none"> Reading Inventory (RI) score of Basic, Proficient, or Advanced OR CAASPP English score of Standard Met or Standard Exceeded
Student Support and Progress Team	Students meeting the reclassification criteria must be reviewed by the SST Team for reclassification readiness	When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification except for the teacher evaluation criterion, the students' English proficiency must be reviewed by the SST Team for reclassification readiness	

The Executive Director will monitor classroom instruction, ensure that ELD levels are updated in the Student Information System, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The Executive Director will share the progress and performance of ELs with the teachers and work with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for monitoring the progress of ELs and reclassified (RFEP) students

Invictus will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. As required by ESSA, RFEP students will be monitored for two years following reclassification. The Executive Director and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Invictus will prioritize resources for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Per education code, parents will receive annual written notification within thirty days of receipt of test results from the school. This same written notification will take place for initial assessments. In the



notification letter, parents will receive overall assessment scores for ELPAC, a copy of their student's score report, the latest assurances related to language programs in California, notification of their child's LTEL or LTEL risk status, and an invitation to a reclassification meeting as appropriate.

Process for monitoring progress and supports for Long Term English Learners (LTELs) and Students At-Risk of Becoming LTELs

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). When LTELs enroll at Invictus, or students are classified as LTELs after enrolling at Invictus, the Executive Director and/or the Intervention Specialist (in years 1 and 2, and the ELA/ELD Coordinator in years 3 and beyond) and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. ILA will prioritize resources (e.g., the curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

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

Invictus Leadership Academy is committed to providing an additional challenge for students who perform above grade level. The special needs of identified gifted and talented students will be addressed primarily through differentiated classroom instruction. In alignment with our mission, Invictus Leadership Academy will facilitate every child reaching the fullness of their potential, including those capable of achieving significantly beyond the level of their chronological peers. The differentiated curriculum based on the core will be provided during the regular school day through cluster groups and during the assigned differentiation time. Other differentiated learning activities will include optional after-school (pending funding) and Saturday school projects (pending funding).

The identification process will be based on consistent demonstration of advanced performance beyond what is expected for students in a specific grade level, it will also include student work and assessments in addition to the criteria described below, beginning with a referral by the student's teacher or parent/guardian (after consulting with the teacher).

A Student Success Team (SST) will be held, and documentation gathered, including any standardized test scores, cumulative assessment records, and report cards from teachers and parent. The SST will make a preliminary recommendation for consideration on the eligibility of the student to the Executive Director and school leadership team. When the SST Team makes a recommendation, the parent/guardian will be notified, in writing, of the student's eligibility. The recommendation will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria below will be classified as gifted and talented and receive support as described below.

Categories under which a student may be identified as gifted include the intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. A student may also be identified under the category of high achievement. These students consistently function for two consecutive years at highly advanced levels in total reading and total math on standardized tests such as California's achievement tests. Another criterion considered is a GPA of 3.5 or persistent high achievement for students in lower grades that receive standards-based grading. A student may be identified in the category of specific academic ability. The students consistently function for three consecutive years at highly advanced levels in either reading or math on standardized tests such as the NWEA MAP.

Invictus will set clear expectations for the school community and provide a quality, standards-based gifted, and talented program that demonstrates academic rigor. Invictus will provide a written description of the gifted and talented program to parents. Progress of gifted and talented students will be monitored. The gifted and talented program will include:

- Flexible grouping of students
- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Expanded problems and projects may be given to more advanced students.
- Leveled math instructional materials using Common Core State Standards in sixth through eighth grades may also be used to provide advanced work.
- Teachers will have the option to provide extra challenges to students as needed, such as more in-depth project-based learning opportunities (personalized J-STEAM Projects), and the school will make available supplemental materials, such as advanced mathematics
- Students will have the opportunity to access the accelerated curriculum at their developmental level through self-study and individualized programming
- Professional development offerings for teachers, administrators, and other instructional staff to support the exceptional academic talent of students

Once identified, GATE students will be monitored for their continued progress, through their results on state standardized testing (annually), interim assessment data from the NWEA MAP (each trimester), and teacher observation of performance (during each grading period). Our goal is to increase the identification of gifted and talented students of color, to provide special development to teachers on the best ways to instruct gifted students and to educate GATE families about strategies to address the needs of their students. We want to prepare our students to successfully complete Advanced Placement (AP) and other advanced coursework at the high school of their choice in the greater Los Angeles area. The Executive Director will be the onsite designee for parents to contact regarding GATE.

Students Achieving Below Grade Level

Students will be identified as low achieving by multiple measures, including state standardized assessments CAASPP for grades 3-8, in-house benchmarks NWEA/MAP (grades 3-8) or DIBELS (for TK-4 students), teacher observations, low achievement on curriculum assessments for math (less than 60% correct). ILA teachers will monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first trimester review.

Students will be recommended to an SST, where the Executive Director (or designee), teachers, appropriate intervention staff, and parent(s) will consult for additional interventions and supports and determine next steps. Targeted support for students who are academically low achieving may include:

- Early intervention in reading during ELA;
- Small group support (in or out of the classroom)
- Socio-emotional supports such as counseling or wrap-around services
- Adjustments to assignments during differentiation time
- Adjustments to the student's personalized portfolio goals (i.e., their learning passport goals)
- Other program modifications and supports as determined by the classroom teacher
- Behavior Support Plan
- More frequent parent-teacher communication and parent involvement

The Executive Director will monitor the progress of students through benchmark, formative, and summative assessment results; student learning portfolios; and earned merit badges. Assessment data, learning portfolios, and student work samples will be used to determine what curricular content will need to be revisited and reviewed for each student and to determine mastery of content areas. Formative assessments will be included throughout the year, including portfolios, teacher observations, quizzes, and progress reports. Summative assessments will include year-end grade-level testing, end of chapter tests, and state-mandated testing. The above steps will be implemented according to our three-tiered support plan.



Socioeconomically Disadvantaged/Low Income Students

As demonstrated by the success of countless schools nationally that serve socioeconomically disadvantaged students, income is not a determinate factor in a students' ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, Invictus will utilize strategies described in other sections of this petition.

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SST process will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations.

Invictus will offer full-day TK/K, and parents will be able to drop-off their children starting at 7:30 a.m. and after-care will be provided (pending funding) until 6:00, both to best serve our students' needs and accommodate working families. In addition, we will connect with local non-profit agencies for referrals for social services if needed by our families. Parent education will be a cornerstone of our program, offering parents access to the hands-on learning techniques and courses their students are enrolled in so that they can both support their children's learning at home, and also obtain new skills to support lifelong learning.

Like all other subgroups, the Executive Director will monitor the progress of socioeconomically disadvantaged students throughout the year by disaggregating test and other assessment data each trimester.

Students with Disabilities

See District Required Language at the beginning of Element 1

Students in Other Subgroups: Foster, Homeless, and Standard English Learners

The instructional model of Invictus is designed to meet the educational needs of all students, including foster and homeless youth. As described earlier in this element, performance for all students is regularly monitored, and interventions are given to students as needed in our RTI model.

Invictus will identify homeless youth through the enrollment forms families complete when enrolling in our school. Invictus will also identify foster youth through a process that includes being attentive to possible visits from social services; non-parent enrolling student in school; home arrangements (group home). Realizing that foster youth that struggles in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments; these students can be referred to the SST process to determine the individual supports and interventions needed to help them succeed. Other ways Invictus will screen for homelessness is through a drop in academic performance, and/or the presence of hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless, the school will inform them of their rights under the McKinney-Vento Act. Invictus will also adhere to all state and federal policies related to foster youth.

Furthermore, students identified as foster youth will work with the Executive Director to locate additional supports as needed on a case-by-case basis. The trimester evaluation of academic performance for all students including below grade-level, socio-economically disadvantaged, foster, and homeless students will be conducted by the Executive Director and/or School Leadership Team to assess the level of response to services, and adjustments to curriculum and supports that would be necessary to improve/maintain successful student outcomes..

Invictus will identify Standard English Learners through placement assessment results on Language tests, performance on benchmark assessments that include written performance tasks and reading and language comprehension, grades in classes, and teacher input. Some of the instructional strategies that



Invictus will implement to support the unique needs of its Standard English Learners include: providing increased collaborative opportunities in each class so students can practice the language, teaching of academic vocabulary and language in all classes, and use of visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking.

Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant subgroups and individual students, the Executive Director will monitor the progress of all these students.

A Typical Day

A Day in an Invictus Fourth Grade Class

Before School 7:00-7:30 and Breakfast 7:30-8:00 - Students start their mornings at Invictus with a healthy breakfast and playtime at 7:30. However, some students arrive earlier because of their parents' work schedules. In an effort, to accommodate parent work schedules, one classroom is designated for before-school support.

Students like Ireana and her little brother Vince would start their mornings at Invictus with a healthy breakfast. However, because Ireana's mother works early, she and her 2nd-grade brother arrive closer to one hour before the official start of the school day. Ireana, as a 4th grader, is above grade-level and spends this first half-hour reading for fun or working on earning her next merit badge. However, Vince could use more help with his reading comprehension and works in our computer-based reading program on his next skill to master. Since the reading program tracks and adjust the content to each student's need, Vince will be working on individualized skills that he is missing. Near 7:30 am, these students gather with other students to eat their hot breakfast and socialize with their friends in the general assembly area. After finishing their breakfast, the students gather to participate in unstructured play, like hopscotch, Double-Dutch jump-rope, and basketball. At 7:55, staff will signal for students to enter into their first rotation of learning for the day.

For Ireana, her first round of instruction is Ms. Smith who begins with a quick write using a brief writing prompt, "What 5 things would I want if I was stranded on a desert island?" She also asked Ireana and her classmates to explain why for each item. Those ten minutes fly quickly, and then Ireana shares what she wrote with her elbow partners, Lizeth and Eduardo. They take turns, each spending two minutes telling the other what they chose and why. When Ms. Smith calls on Lizeth to share what they had in common and what was different, Ireana wanted to answer but knew to give space for Lizeth to speak. Eduardo helped with translating in the discussion for Lizeth since she is still learning English although she's getting better all the time. Next, the class engages in a close reading of a passage, predicting what will take place and asking questions using GLAD Strategies to help with reading comprehension and to facilitate English Learners with gaining access to content especially. The class breaks into teams and discusses the passage and contributes to the Content posters. Then the class prepares to transition into their differentiated English instructional time.

Ireana and her classmates enter their classroom, the students go into small learning groups, and the English Learners are beginning their direct instruction with Ms. Smith. Some students work in "Imagine Learning," a self-paced, individualized computer-based program to differentiate student learning of grammar and English. However, Ireana begins with reading and researching about Asthma, to prepare for her Justice in Action Mission that she will complete for our annual capstone event. She is reading about asthma and writing about her baby sister's experiences to explain why this topic is important to her.

This year, Invictus students are investigating social justice surrounding health outcomes in their community. Their STEAM project this year examined the link between mice, roaches, and asthma. Next month the entire student body will participate in the Community Justice in Action Mission (JAM Day), full of student presentations to community members. These community members include parents, civic leaders, and health care, professionals. The younger students will read or recite poems/spoken word.

Older students are presenting their data reports, and some of the most engaged students have planned a presentation for our local councilman, that our parents will also attend to share what they have learned.

Ireana finishes her work and prepares to go to recess and get a snack. Ireana loves recess almost more than her art class. Students get a little snack, and sometimes there are relay races, sometimes music, and sometimes there are dance-off competitions. Although it's only 15 minutes, that break is a great way to prepare for Physical Education.

Ireana's classmates line up for Physical Education with Coach Robinson. He is such an expert at taekwondo, which builds mental and ethical discipline, etiquette, justice, respect, and self-confidence in the students. The students love the opportunity to master their poses and excitedly begin with warm-ups, jogging around the play yard and then assume the position to begin their drills and exercises. When class ends, Ireana classmates re-enter the classroom and begin working in their math centers.

When the small group instruction begins, there are a couple of 5th graders and with a few more 6th graders in Ireana's group. They spend the next 20 minutes being taught how to divide fractions both conceptually and the algorithm. Today Ireana's group completes five examples with Mr. Gomez and then do three by themselves before they start their homework as Mr. Gomez prepares for his next rotation of students before whole group instruction begins. During this time, Ireana spends 20 minutes working on her math practice (or if she finishes it within that time), she and her group transition to working independently in "Quizzizz" (the computer-based supplement to math program), where the content is assigned to students based upon their mastery of the content.

Ireana has always done well with math, so when Mr. Gomez begins whole group instruction with this morning's challenge question, she confidently begins waiting to be stumped on his CCCS multiple choice question (standardized test question format.) Since there are always multiple grade-level students in Ireana's class, there are times that she sees more difficult questions that challenge her but are right at grade level for her 5th and 6th-grade peers. Today, however, she finished the challenge question quickly, it was something that Mr. Gomez taught last week to their class. After getting her composition book stamped for completing that within the first five minutes of class. The class discusses the right answer, and homework is corrected. Mr. Gomez asks which questions the students didn't understand, and then spends ten minutes on those.

Mr. Gomez continues teaching a group of ten 4th graders, nine 5th graders, and three 6th graders. They have shut their laptops before recess, exiting the computer-based program and prepared to learn how to multiply multi-digit numbers., Ireana and her classmates prepare their exit tickets and write about what they learned today as they prepare to have lunch.

For the next forty minutes, all the students eat together and play board games like chess or checkers and read. There is a walking group, that talks, and walks around the play yard. There are also the same activities as in the morning: jump-rope, hopscotch, and basketball.

After lunch, Ireana and her classmates work in self-directed centers, based upon what they are working on to master. Ireana continues working on her JAM project, researching about asthma. Meanwhile, other classmates are working on reading comprehension within small groups, and some are getting help with their math homework.

Next, Ireana goes into STEAM Science/ J-STEAM. She loves reading the problem of the day and discussing the social issue news articles/videos, and she enjoys the class debates on the root causes, even knowing that her teacher Mr. Gomez will divide them into opposing groups (without asking their opinion first.) This 50 minute seems to fly by, and today Ireana sees how the project her classmates are working on is connected to the fractions they have been working on in math. She especially connects her project to when they draw a model of the fraction of people who have asthma in her community compared to the state. Ireana was particularly interested because her baby sister has asthma. Just when the class discussion was getting good, the music starts and lets her know it's time to transition into her next subject. Putting all her things away, she gets ready for Art. Today they are working on perspective drawings. Afterward, Ireana spends the last half-hour of the day getting help with her homework and starting her closure exercises for the day.



During her last 12 minutes of the school day, Ireana records a few sentences about her accomplishments and the progress she has made towards meeting her next math merit badge- to master (multiplying fractions) within her writing journal. Every student has a writing journal, and in the lower grades, they have space to draw pictures that depict what they accomplished that day and the goals they have for the week.

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.

“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.

Invictus Leadership Academy school-wide and subgroup outcome goals and performance targets are aligned to the states priorities that apply to the grade level served, or the nature of the program operated, by the charter school, methods for measuring progress and the individuals with primary responsibilities for each, all aligned with the states priorities defined in California Ed code section 52060(d).

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

To ensure that all statewide performance standards are met and to continually monitor student learning, Invictus shall conduct testing pursuant to Education Code Section 47605 along with its own internal assessments and evaluation processes. Both summative and formative assessments will be used to measure student achievement and progress, inform instruction, and to craft intervention plans as needed. Invictus students are expected to perform at or exceed grade-level mastery on each assessment.

Given that the previously listed assessments within this element are summative, the assessments listed in the table below will be given regularly to:

- Guide instruction and shape interventions (and instructional differentiation)
- Inform all stakeholders of student progress in a comprehensible format (teachers, the Board of Directors, families, and students)
- Evaluate the effectiveness of Invictus Leadership Academy's Instructional Program
- Make decisions about resources based upon student needs

Formative Assessments with frequency

Assessment	Type	Frequency	Purpose
State Required Tests for all applicable grade levels	CAASPPs (ELA, Math), California Science Test (CAST), California Alternative Assessment (CAA), Physical Fitness Test (PFT) and ELPAC (for English Language Learners)	Annually	They provide an opportunity to measure the skills of all students against the same academic standards.
NWEA Measures of Academic Progress (MAP) ELA and Math Test	Nationally Norm-referenced	Twice times annually (August and February)	(K-8 students) annual baseline and monitoring of growth within the year and between years
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses big ideas in reading and basic skills required to read well	Monthly	(TK-3 students) identify skills needed to accelerate decoding and comprehension, also assists in flexibly grouping students based upon student needs
Teacher Created Formatives (using assessment item bank) <ul style="list-style-type: none"> • English • Math • Science • Social Science 	Common Core Standards aligned (recently taught concepts)	End of each Unit	(TK-8 students) identify concepts to be re-taught, level of mastery, and to differentiate instruction based upon student performance (understanding)
Publisher-designed assessments (from selected curricula) <ul style="list-style-type: none"> • Summative • Formatives 	End of unit, mid-unit quizzes, pretest, posttest, end of year test	Varies based upon type	(TK – 8 students) identify concepts to be re-taught, level of mastery, and to differentiate instruction based upon student

Assessment	Type	Frequency	Purpose
			performance (understanding)
Computer-based intervention programs (listed within the curriculum and supports)	Common Core Standards aligned, EL standards-aligned and NGSS aligned supports	Self-paced based upon student demonstration of mastery	TK-8 individualized supports and content based upon knowledge base and zone of proximal development

As listed in the table above, in August, December, and April; students will complete mid-year assessments. Each student's outcomes will be shared with their parent/guardian, and aggregate score and outcomes will be shared with families and the community during our special board meeting, "listening sessions/celebrations." During these meetings, outstanding outcomes and growth will be recognized and celebrated. Additionally, the recalibration of organizational goals will be discussed.

Data Analysis and Reporting

Invictus Leadership Academy will analyze data from every assessment given to students. In the case of state-mandated tests (CAASPP, ELPAC, Science Test, and Physical Fitness) which are given once a year, the results will be analyzed during the summer to monitor program effectiveness and celebrate student growth. Results from local assessments, such as those listed in the chart above, will be analyzed within five school days of the completion of the assessment. Individual student results will be shared with students and their families, and group results/classroom results in great level results will be discussed with instructional staff (during professional development days). Instructional staff will use these data points to help develop and adjust instruction, differentiation, and select students for targeted interventions.

Furthermore, Invictus will use attendance data, discipline data (referrals and suspensions), as well as survey data, to inform our instructional practices.

Trimester Data Reviews and PLC strategy meetings

ILA teachers, all instructional staff, and the Executive Director will review student outcomes at the conclusion of each trimester. During the first two trimester reviews, the following data points will ground our discussions and planning:

- NWEA MAP assessment results
- DIBELS results
- Merit badges earned by category and grade (which are aligned to annual learning goals)
- Behavioral data- student discipline of all types
- Attendance data

During the last trimester review (at the conclusion of the year), the following data points will ground our discussions and planning for the upcoming year:

- DIBELS results
- Merit badges earned by category and grade
- Behavioral data- student discipline of all types
- Community JAM day outcomes- the quality of student work products
- Attendance data

Invictus Leadership Academy holds to the mindset that assessment (in isolation) does not increase achievement, and that good first teaching is the best intervention. Therefore, assessments will only be given within logical intervals of solid instruction. Additionally, to prevent testing fatigue, an assessment calendar will be implemented to ensure that our testing dates optimize our students' ability to demonstrate what they know.

Grading, Progress Reports, and Promotion/Retention

All student achievement data and student information will be kept in a school/student information system (PowerSchool Learning) and will be available for reporting purposes, including the school accountability report card (SARC). Student achievement data will be disaggregated annually to identify the academic performance of students by statistically significant subgroups, including but not limited to ethnicity, English learner, gender, students with disabilities, and socioeconomically disadvantaged students.

Student achievement will be evaluated against the Common Core State Standards, and grades will be assigned based upon the child's performance on a continuum towards mastery of the concepts and skills of their grade level. Invictus Leadership Academy's Executive Director will work collaboratively with teachers to calibrate and ensure that grades are assigned in a fair and consistent manner, corresponding with the student's mastery of the Common Core Standards.

<i>Description</i>	Standards Aligned Metric	Letter Grade	Percentage	GPA
<i>Student consistently demonstrates advanced mastery of skills and Common Core Content Standards</i>	4	A+	98 – 100%	4.0
		A	93 – 97%	4.0
		A-	90 – 92%	3.7
<i>Student consistently demonstrates proficiency of skills and Common Core Content Standards</i>	3	B+	88 – 89%	3.3
		B	83 – 87%	3.0
		B-	80 – 82%	2.7
<i>Student consistently demonstrates partial proficiency (basic competency) and is approaching mastery of skills in Common Core Content Standards</i>	2	C+	78 – 79%	2.3
		C	73 – 77%	2.0
		C-	70 – 72%	1.7
<i>Student consistently does not demonstrate mastery of skills and Common Core Content Standards</i>	1	Less than a C	Less than 70%	1.3

Teachers will formally report student progress to families each trimester using report cards. Teachers will also conduct parent-teacher conferences mid-trimester to discuss the child's progress personally.

Research suggests that **retention** is neither an effective strategy to raise achievement, nor to remediate failure.¹¹⁷ And while Invictus does not endorse social promotion, students will only be retained when ALL the following conditions are true:

- The student has failed to demonstrate grade-level mastery of ELA and/or Math (<70% on the local summative-average score)
- The student has been absent 15 or more days (we will ensure full protection and consideration of students with extended illness or other extenuating circumstances)
- An explicit plan has been developed to assist the child's difficulties in ELA and/or Math for the following year
- Retention would result in the child being able to enter the 12th grade at 18 years old (or younger)

If a student is retained to repeat a grade, the Executive Director will meet with the student and his/her family to discuss an action plan for the upcoming school year. Interventions discuss at this time may

¹¹⁷ Jimerson, S. R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st century. In *Database of Abstracts of Reviews of Effects (DARE): Quality-assessed Reviews [Internet]*. Centre for Reviews and Dissemination (UK).



include additional tutoring, increased in-class support, or mandatory tutoring time in lieu of enrichment during the school day. Invictus will work with families to determine the best course of action on an individual basis. Retention meetings will be held upon the conclusion of the second trimester and after final grades for the second trimester. The purpose of such meetings is to determine how to best support the student for the upcoming year and how the student may prepare to have a successful year. Decisions on retention will be ultimately made in the best interest of the student as a whole child – academically, social-emotionally, and developmentally. Decisions will be made Executive Director in the case that there is no collective agreement between parents and the student's teacher.

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.¹¹⁸

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.

¹¹⁸ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.



Charter School shall adopt and 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.

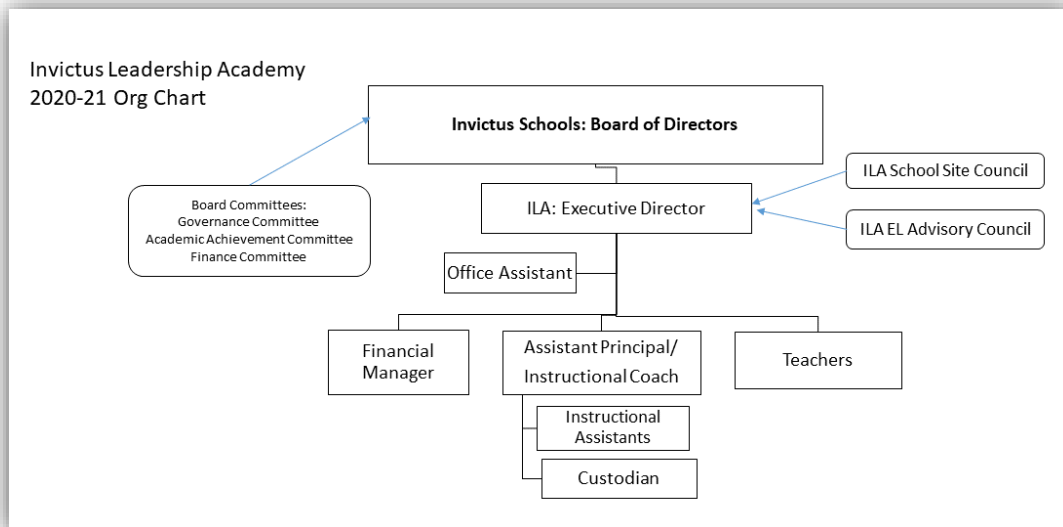
Governance Structure

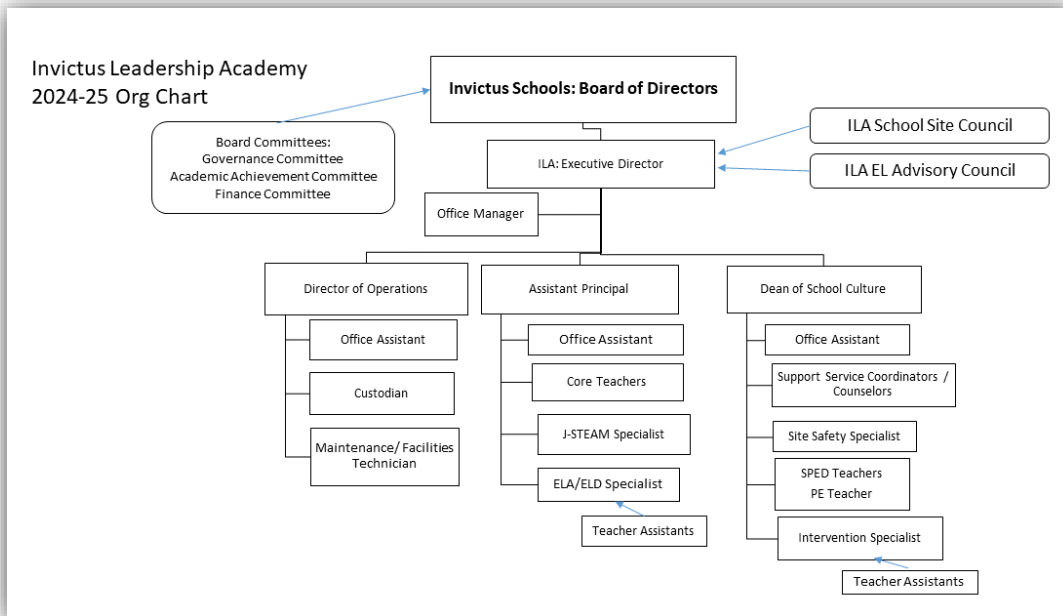
Invictus Leadership Academy is proposed as an independent charter school. It will be governed and operated by Invictus Schools ("Invictus Schools"), a California Nonprofit Public Benefit Corporation that qualifies for and applied for 501(c)(3) tax-exempt status. The Bylaws, as may be amended from time to time, serve as the governing document of Invictus Schools. The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute.

Notwithstanding the foregoing, the Charter School shall comply with SB 126 effective on January 1, 2020.

Organizational Charts

ILA Organizational Chart for 2020-21





ILA will comply with the Ralph M. Brown Act and the additional Board meeting requirements of SB 126 (2019), and Board members will annually receive Brown Act training. Invictus Schools Board of Directors will hold regular Board meetings at the Charter School monthly and schedule additional special meetings as needed. Invictus has adopted a conflict of interest policy and a conflict of interest code that comply with the Political Reform Act, Corporations Code, and District policy.

Major Roles and Responsibilities Within the Governance Structure

The Invictus School's Board of Directors (also referred to herein as the "Board") will be responsible for the governance of the Charter School, including oversight of operations, finances, educational outcomes, and ensuring the overall educational practices and quality of participation is consistent with fulfilling Invictus Leadership Academy's mission. The goal of Invictus is to build exceptionally educated students with the capacity to lead. The Board of Directors is therefore committed to:

- Developing and providing oversight of policies and procedures for the Charter School
- Managing resources efficiently
- Ensuring regulatory compliance requirements
- Selecting, supporting, and evaluating the Executive Director
- Monitoring the educational program and ensuring alignment to the mission and goals of Invictus Leadership Academy
- Ensuring effective long-term business and organizational planning
- Taking the initiative to connect Invictus Leadership Academy with opportunities for funding
- Promoting the school image and reputation within the community
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission, vision, and goals;
- Approve the annual budget and major contracts above \$5,000
- Approve and monitor the school's LCAP, annual budget, budget revisions, and interim and unaudited financial reports;

- Approve bylaws and Board policies;
-
- Establish operational committees as needed;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve requests for material revisions as necessary to the District for consideration;
- Approve the annual independent financial audit report;
- Ensure compliance with all applicable laws, including but not limited to the Ralph M. Brown Act, Public Records Act, Political Reform Act, and Government Code 1090

The Executive Director will be responsible for hiring, supporting, and evaluating all other Charter School staff. In addition to managing the Charter School staff and implementing the day-to-day program of Invictus Leadership Academy, the Executive Director will be responsible for providing timely reports to the Board of Directors. The Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided during each Board Meeting which will be publicly announced and held in full compliance with the Brown Act.

Governing Board Composition and Member Selection

Invictus Schools' Board of Directors and the founding team for Invictus Leadership Academy bring a rich depth of experience in a range of fields necessary to sustain the Charter School's academic success, financial health, and to exceptionally educate students. The founding board includes educators with experience in charter school management, professionals that have managed very large budgets, a human resource professional, a former chief of staff for an LAUSD school board member, an experienced fundraiser for a major corporation, and includes ethnically and linguistically diverse individuals committed to improving education for urban students.

Founding Board Member	Expertise	Role on the Board and Committee Leads
Robert Thrash IV, M.Ed	Charter School Administration Educational Administration Charter School Governance Charter School Authorization and Expansion	President
Austin Dragon	Community Relations LAUSD Non-Profit Governance Fiscal Policy Youth Development	Vice President
Myra Porrazzo, MBA	Corporate Administration Budget/Fiscal Planning and Accountability Program and Project Management and Development	Treasurer and Finance Committee Chair
Eleanor Sison-Derbigny, MBA	Organization Management Strategic Management Public Communications Data Analytics and Process Improvement	Secretary
Robin Harris, M.Ed	Educator and Principal Charter School Administration Charter School Governance	Academic Achievement Chair
Julia Ruiz, MBA	Human Resources Accounting and Payroll Process Employee Benefits and Training	Board Member

Founding Board Member	Expertise	Role on the Board and Committee Leads
Rosa Berumen Master of Fine Arts	Fundraising Grants and Program Management Social Media and Communications	Board Member
Robin Holmes	Marketing, E-Commerce Events/Promotional Marketing	Board Member

Complete biographies for each Board member can be found in Element 1 under “How the Proposed Charter Will Meet The Needs of the Community.”

Criteria and Process for Selection

The Board of Directors will consist of not less than five (5) or more than nine (9) directors, as set by resolution of the board unless changed by amendment to the Bylaws. Terms are renewable upon mutual consent between the Board and the Director. The initial Board of Directors are appointed for a term of three years. Initial Board members’ terms (three years) shall be staggered so that the term of approximately one-third of the Board members then in office shall expire annually. To ensure this will be possible, in the event that a Board member resigns or is removed from office prior to the expiration of that Board member’s term, his/her successor shall complete the rest of that term rather than for a new standard term. The Board Secretary shall be responsible for maintaining a current roster of Board members and their individual terms of service. Although not required, the Board will strive to create an odd number of directors for voting purposes.

In accordance with the Bylaws, members of the Board may be added by election of a majority of the seated members of the Board. The goal is for the composition of the Board to be reflective of the diversity of our community. The task of effectively overseeing a public charter school will also require a team with expertise and knowledge in legal, financial management, business, and educational matters. Invictus Schools will accordingly strive to maintain a balanced composition of Board members with diverse skills, experience, perspectives, and expertise that would complement the skill set of the then seated board members. Notwithstanding Education Code 47604.1, no employees of Invictus Leadership Academy will serve on the Board.

Screening criteria for all prospective members of the Board will be a demonstrated understanding of the mission and vision of Invictus Leadership Academy and a strong commitment to serving its students. Other relevant criteria for Board member selection include a demonstrated ability to act in a leadership capacity and commitment to diligently fulfilling all Board responsibilities, including board meeting attendance, active participation in board workshops, and or board committees.

Governance Procedures and Operations

Meeting Requirements and Procedures

ILA Board meetings shall take place at a location to be designated in LAUSD’s boundaries and in accordance with Education Code Section 47604.1, as set forth in the notice of the meeting. All board and board committee meetings shall be called, take place, and be conducted in accordance with the terms and provisions of the Brown Act.

The Board shall meet at least six times annually. All meetings of the Board will be open to the public, excluding close sessions as permitted by the Brown Act. Prior to the beginning of each school year, ILA administration will propose a schedule of regular Board meeting dates for approval by the Board. The annual calendar for Invictus Schools Board meetings will be set during a regular board meeting held no later than June 30th of the preceding academic year.



The Board calendar and meeting agendas will be posted on the ILA website. Board and board committee meeting notices will be posted on the ILA website and in print as required by the Brown Act. Print notice will be posted at the school in an accessible location for the public to view on campus.

At least 72 hours prior to a regular meeting, the Executive Director or his or her designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas for special meetings will be posted at least 24 hours in advance of the meeting in a location accessible to the public/constituents at all times during the day, and on the Charter School's website. The agenda and all Board packet documents will be available electronically or at the Charter School office and will be mailed to ILA community members upon request. Board meeting minutes will be recorded by the Board Secretary according to the following process: 1) taking minutes at Board meetings, 2) agendizing approval of the minutes on a subsequent Board meeting agenda and including draft minutes in the Board agenda packet, and 3) final Board approval. The Secretary will then post approved minutes to the ILA website and will provide a hard copy for viewing in the school office.

Governing Board's Decision-Making Procedures

Quorum Requirements

A majority of the actual number of Board members then in office shall constitute a quorum, as set forth in the Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of directors, is no longer present, may not transact business; those directors present may either (a) elect to continue as a non-decision-making committee or (b) adjourn to a future date. Directors may not vote by proxy.

Board Action Voting Requirements

All actions and decisions are made by a majority of the Board members present at a meeting, duly held at which a quorum is present, except when more than a majority vote is required for certain actions under the Bylaws or applicable law.

No Actions Without a Meeting

The Board will not take action without a meeting. All actions taken by the Board members and its deliberations will be conducted in compliance with the Brown Act. Any Board member may abstain from a vote. Abstentions will not reduce the number of affirmative Board member votes required for the Board to take action.

Abstention and teleconference participation

Although Board members will make efforts to attend all meetings, Invictus may utilize teleconference provided that all Brown Act requirements for attendance by teleconference are satisfied.

Stakeholder Involvement

Invictus Leadership Academy believes that family involvement is a key component of student and school success.

The Charter School shall facilitate family involvement in multiple ways and will invite all parents to participate in the following ways:

1. Supporting their students' academic achievement by responding to Charter School request for information (such as permission slips and teacher conferences), and attending relevant school functions
2. Ensuring the completion of and being aware of their students' school/homework (by creating a quiet space and time for homework, projects, reports)
3. Participating in school events and advocating for the Charter School by volunteering their time, talents, and/or giving financially (ALL of which is Voluntary).

4. Being informed participants and consumers of student outcome data to better advocate for their children and community (through data presentations and parent trainings)
5. Being invited to present their questions and comments during the open forum (public comment) portion of the Board meeting. This open invitation will encourage parental involvement in school decision-making processes
6. Engage in the development of the LCAP and annual updates

Research suggests that the most effective parent participation strategies are those that offer families a variety of ways of meaningfully engaging and well organized and long-lasting programs. Based on family schedules, capacities, and preferences; families need a range of activities and ways to participate. Therefore, the following strategies will be used at Invictus Leadership Academy to engage our parents/families meaningfully:

- Parent/Family Student Orientations (held annually at the beginning of the year)
- Parent/Family and Teacher Conferences (held twice a year)
- Parents/Family and Community Listening Session Meetings (Held during an agendaized Invictus Board meeting to celebrate achievement and review trimester progress towards Invictus Leadership Academy goals)
- Use of Parent Portal (provides families the ability to instantly and continuously track attendance, completion of homework, and their child's current grade)
- Invitations to participate in a variety of school activities including school performances
- Establishment of a School Site Council and English Learners Advisory Council

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training, which will assist them in carrying out their required advisory responsibilities. The Executive Director will ensure that ELAC members receive appropriate training. Training shall be planned in full consultation with ILA ELAC Committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

The **School Site Council ("SSC")** will be established in the event that ILA operates a program that requires a School Plan for Student Achievement. The SSC will meet the composition and selection requirements of Education Code Section 65000(c)(1) and will be comprised of the Executive Director, teachers, staff members, and parents or community members. The major duty of the SSC will include the development of the School Plan for Student Achievement. The School Site Council will meet monthly to provide suggestions and recommendations, advising the Executive Director on day-to-day operations and issues including but not limited to budgeting, school policies, school/community participation, school climate, and academic achievement. The SSC will meet at the Charter School site. If subjects to be discussed warrant the participation of an individual Invictus Board member, he/she may attend the SSC. School Site Council elections will take place annually.

Teacher Involvement

ILA Teachers' input and involvement and perspectives will be valued, solicited, and included within a wide variety of decision-making process within the school, including but not limited to, the following:

- School site council membership and attendance
- ELAC attendance and membership
- Open invitations to attend Board Meetings
- Instructional Committee membership
- Curriculum selection (urban teachers were consulted during the crafting of the petition, but ILA teachers will facilitate future selections following authorization)
- Professional Development input and leadership



- Collaboratively building collective learning and student outcome goals, and reviewing outcomes
- Annual surveys and meetings regarding the LCAP, SARC, and other reports

School Website

The ILA website will support stakeholder involvement by encouraging community participation in all school events, LCAP development and annual updates, festivals, events, activities, site beautification days, and celebrations. In addition, stakeholders will be able to access important documents such as ILA Board agendas and minutes.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." California Ed. Code Section 47605(b)(5)(E).

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

Invictus Leadership Academy will recruit, support, develop, and retain staff whose core values are aligned to the mission of the Charter School, and those with a passion to ensure that every child regardless of where they are born, their parental education levels, their race, or home language has access to the very best education.

Employees job duties and work basis will be negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those offered in LAUSD, and all employees are considered to be "at-will" staff.

Executive Director

The Executive Director serves as the leader of the Charter School and assumes responsibilities for the direction of the instructional program, the public image of the organization, and all aspects of operations. This includes continuing to oversee the development and design of the school education, ensuring all efforts and purchases align with the intended mission and vision of the school. The Executive Director will continue fundraising, community outreach, and partnership development. The Executive Director will oversee and ensure that all charter school requirements are met, act as the primary liaison with LAUSD, and oversee all facility matters. The Executive Director reports directly to the ILA Board of Directors and supervises all charter school programs and operations in accordance with the approved charter petition and Board policies. Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these. Responsibilities include:

- Oversees adherence to the Charter School's philosophy, mission, and vision and serves as the chief administrator of the Charter School.
- Makes reports to the Board on all facets of Charter School operations; advises the Board on the need for new and/revised policies and makes policy recommendations based on data and input from stakeholders and expert consultants (back-office, legal, etc.); collaborates with the Board in strategic planning and goal setting for the charter schools. Provide input on the

Board meeting agenda and help ensure Brown Act compliance, in conjunction with the Board Chairperson.

- Attend District Board meetings as necessary, as the Charter School representative, and serve as Charter School's primary contact with District representatives.
- Propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- Establish Charter School procedures designed to carry out Board policies and oversee staff regarding compliance with applicable laws and Charter School policies, including Health and Safety policies and procedures.
- Communicate with legal counsel and any outside consultants.
- Approve all purchase orders and contracts up to \$5,000
- Develop the Charter School budget and any necessary revisions in collaboration with the administrative team, Back-Office services provider and stakeholders, and submit to the Board for review and approval.
- Oversees and supports Charter School's Administrative team in implementing instructional programs, realizing student achievement goals for grades TK-8.
- Serves as the point person with LAUSD, County, State, and other governmental entities; and other community partners, ensuring effective communication and timely reporting.
- Ensures compliance of the Charter School site and through all operations with all applicable laws, regulations, and District/County/State policies regarding public charter schools.
- Oversees operating budgets, seeks and identifies sources of income and funding resources for the school.
- Oversees facilities development and management.
- Attracts new resources to the Charter School.
- Oversees the charter renewal process and any necessary Material Revision requests along with the Assistant Principal.
- Oversees all required reporting to the District, County, State and other relevant entities (e.g., grant funders), including leading the annual LCFF goal process.
- Other duties as assigned by the Board

Minimum Qualifications:

- A Master's Degree from accredited college or university.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record to quality education and creative approaches to program management, development, and implementation.
- Demonstrated commitment to working with diverse students and families. (Desirable)
- Demonstrated knowledge of the evidence-based curriculum for grades TK-8
- A California Teaching Credential or equivalent in experience and a California Administrative Credential or equivalent in experience
- Five years of full-time teaching service. (Desirable)

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the Charter School's philosophy and approach to education.
- Knowledge of and ability to recognize and implement the impact of the Charter School Petition and applicable state and federal laws and regulations.
- A commitment to Charter School's mission and vision and to working collaboratively with staff, parents, and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Understanding of and sensibility towards a diverse, multi-cultural population of students and experience conducting parent/community outreach.

- Knowledge of the relationship between the Charter school, the authorizing district, the state, and federal agencies.
- Knowledge of evidence-based practice for TK/K-8 curriculum, teaching, and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with the community at large, including potential donors and community/stakeholders: staff, faculty, parents, Board, LAUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Entrepreneurial ability to manage change and be responsive to community needs.
- Ability to motivate and lead individuals and groups.

Financial Manager (On-site Financial Manager)

The office manager ensures the efficient operation of the Charter School's main office and works with members of the administrative team to ensure the success of the Charter School. The office manager reports to the Executive Director. Office Managers should have at least two years of experience working as an office manager, administrative assistant, project manager, or equivalent position. They effectively use standard office machines and computer software programs such as Microsoft Word, Excel, and Outlook. They speak, comprehend, read, and write fluently in English and Spanish. They effectively attend to the details of work and conduct all job duties with accuracy and preparedness.

Minimum and Desirable Qualifications:

- A minimum of an associate degree or two years of college.
- A minimum of two years' experience in a similar position.
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, bookkeeping, and data collection systems. • Perform clerical and administrative procedures for daily school operations.
- Interact pleasantly and professionally with all members of the learning community and the public.
- Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner.
- Assure that student data and other required paperwork are kept current for each student as needed.
- Prepare and mail correspondence to students' parents.
- Exemplary communication skills
- Place orders for office and classroom supplies.
- Collect necessary paperwork and assist in the full enrollment of a new student.
- Assist the Executive Director and members of the administrative team, as directed.

Director of Operations

The Director of Operations will serve as the Charter School's financial advisor; provide leadership for the school's business and support functions in order to maximize resources in service of student achievement; ensure efficient and cost-effective operations and oversight; ensure compliance to established policies, procedures and/or codes; achieve defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines; oversee various aspects of the school program including Nutrition Services, Facilities, Fiscal Services, Information Technology, Maintenance, Operations, Printing, Purchasing, Risk Management, Safety, and Security; address a variety of administrative needs and processes; and serve as a member of the administrative team.

Minimum and Desirable Qualifications:

- Bachelor's degree in Business Administration, Finance, Accounting, or related discipline is required.
- Knowledge of School Facilities is desired
- Experience with school budgets
- Minimum of five (5) years of progressive experience in the management of financial operations and experience sufficient to successfully perform the essential duties of the job
- Proficient in Word, Excel, PowerPoint & Outlook functions.
- Strong working knowledge of school-related databases for finances, attendance, and Student Information Systems.
- Perform clerical and administrative procedures for daily school operations.
- Interact pleasantly and professionally with all members of the learning community and the public.
- Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner.
- Assure that student data and other required paperwork and are kept current for each student as needed.
- Exemplary communication skills.
- Willingness to learn about charter school leadership.
- Teaching Credential and/or Teaching Experience preferred
- Charter School Leadership Experience preferred

Assistant Principal

The Assistant Principal has proven experience working with schools as an advocate, organizer, or staff person. These candidates should have experience representing a constituency or coordinating group activities. The candidate also drives the mission and vision of the Charter School; s/he effectively communicates this understanding to any personnel that is not a teacher and coordinates participation and supervision in ways that support the school's charter. The Assistant Principal reports to the Executive Director. Some of these responsibilities may be delegated to teachers interested in pursuing administration as their specialization track. Responsibilities include:

- Enforces and establishes disciplinary procedures which allows due process to the rights of students; familiarizes students, staff, and parents with the disciplinary procedures; hears and acts on behavior problems
- Respond to complaints and suggestions from staff, students, and family members.
- People and activity/events planning oriented.
- Handle all matters regarding employment and dismissal of teacher's assistants (TAs); salaries and contracts; job assignments and performance evaluations; and orientation and training of new TAs and office personnel.
- Oversee staff to ensure safe and adequate departure and dismissal procedures.
- Recruit, appoint, support, and evaluate all support staff with feedback from the teachers.
- Support the professional development and growth of all TA's. Student and Program
- Create supervision schedule for breaks and lunches.
- Create and manage individual TA schedules.
- Oversee the lunch program, the people that serve and cater the food and all compliance issues with the Federal Free and Reduced Lunch Program.
- Ensure accurate attendance tracking and compliance related to all grants per the afterschool program(s).

Minimum and Desirable Qualifications:

- Bachelor's degree required, Master's Degree preferred.
- At least three years of urban teaching experience.

- California Administrative Credential preferred.
- Valid teaching credential
- Acknowledge praiseworthy efforts of staff, students, and parents.
- Openness to feedback, willingness to take personal responsibility, and the desire to learn from mistakes.
- Assist and collaborate with the Executive Director.

Dean of School Culture

The Dean of School Culture (DSC) is the primary person responsible for the oversight of nonacademic and behavioral concerns regarding students. S/he serves as the primary interface between the Charter School and the students' homes, ensuring consistent and timely communication from the school in regard to student discipline. The DSC must have experience with counseling students, supporting student discipline, and instilling behavior interventions. S/he should have some experience working in a school. Able to supervise a classroom of 1 to 30 students for community circles or detention. The DSC reports to the Executive Director and manages Support Services Coordinator/School Counselor and Site Safety Coordinators.

Minimum and Desirable Characteristics:

- Master's degree.
- Fluency in Spanish preferred.
- Experience in the fields of Social Work, Counseling, Psychology or Family Therapy preferred
- At least three years of experience working in an urban school setting
- Must have excellent communication and interpersonal skills for interaction with students, staff, and parents.
- Proficient with Microsoft Word, Microsoft Excel, and Microsoft Outlook.
- Highly organized and excellent with follow-through on tasks.
- Strong focus and ability to create an orderly academic environment.
- Organize meetings with Executive Director, and teachers to strategize individual student cases.
- Develop specific mentoring and peer counseling programs.
- Provide intervention for student discipline issues.
- Develop programs to promote positive student behavior (PBIS) by coordinating school activities to enhance discipline.
- Communicate student disciplinary concerns to the student's parent and staff timely and efficiently.
- Service as a liaison officer with community organizations, police, and probation officers affected.
- Responsible for reports on investigations of offenses committed by students.
- Organize Staff Development Seminars

Support Services Coordinator/School Counselor

The Support Services Coordinator is primarily responsible for helping students to succeed academically, socially, and emotionally, through individual and group counseling and by collaborating with educators, parents, and other professionals to create a safe, healthy, and supportive learning environment that strengthens connections between home and school. Duties include:

- Provides individual and group counseling sessions to help resolve interpersonal or family problems that interfere with school performance, including crisis intervention consultation as needed.
- Conducts interviews with students, family members, and school personnel to gather information required to assess student social, emotional, and behavioral adjustment to school and the community.

- Maintains regular contact with students' parents/guardians to inform of student's progress, areas of difficulties, and any changes or situations in home life that may affect school performance.
- Develops and updates Individualized Education Plans (IEP) and Positive Behavior Intervention Plans (PBIP) as needed in adherence to company, school, state, and federal regulations and procedures.
- Attends and participates in IEP team meeting, facilitating at the discretion of the school district. Actively participates in other team meetings when necessary to address specific student and parent concerns.
- Collaborates with education and social services professionals to develop appropriate agency services of student and their families.
- Provides case management functions for students, which includes but is not limited to, coordination of parent meetings, emergency transportation requests, disciplinary actions such as detention/suspension, and coordination with outside therapists.
- Collaborates with teachers, parents/guardians, district personnel, and services providers to find effective solutions to learning and behavior problems, always establishing and maintaining effective public relations and projecting a positive company image.
- Ensures the use of positive teaching methods by conducting monthly climate data through direct observation of classroom staff's implementation of IEP goals and Positive Behavior Intervention Plans.
- Provides guidance, consultation, and assistance to teachers in the development of classroom schedules, maintenance of student data systems and facilitation of student transition plans to assure appropriate curriculum, schedule, and services, based on each student's IEP and other applicable goals.
- Assesses student progress through consistent review of classroom data collection and recording systems and provides applicable training and guidance to classroom staff accordingly in addressing student needs.
- Functions as a role model for effective teaching of students as well as for communication and problem solving with staff, reinforcing the school's emphasis on behavior analytic, empirical approach to education, the extensive use of data in decision making, and the use of positive reinforcement to achieve maximum performance when working with students and co-workers.

Minimum Qualifications:

- Master's Degree or advanced degree or an equivalent standard from a recognized college or university.
- Pupil Personnel Services Credential authorizing service as a school counselor and experience monitoring special education student academic performance, behavior and attendance and assisting with appropriate
- At least three (3) years of experience working in urban school preferred

Office Assistant

Under supervision from assigned supervisory or management staff, performs a variety of office support, clerical, and routine secretarial duties of a general or specialized nature in support of the function to which assigned; provides word processing and data entry support; maintains a variety of files and records; and provides information and assistance to students, faculty, staff, and the general public. May receive technical training and work direction from an academic bargaining unit program supervisor, an executive assistant, or an administrative assistant. Office procedures, methods, and equipment, including computers and applicable software applications such as word processing, spreadsheets, and databases. Responsibilities include:

- Basic principles of business letter writing and basic report preparation.
- Principles and practices used to establish and maintain files and information retrieval systems.

- Principles, practices, and procedures of basic fiscal, statistical, and administrative record keeping.
- Basic principles and techniques used in public relations, including methods and techniques of proper receptionist and telephone etiquette.
- Basic mathematical concepts.
- Work organization principles and practices.
- English usage, grammar, spelling, punctuation, and vocabulary.
- Learn and understand the organization and operation of the assigned program areas as necessary to assume assigned responsibilities.
- Learn, understand, interpret, and apply general administrative and office policies and procedures.
- Perform a variety of office support and clerical duties and activities of a general and specialized nature for an assigned office.
- Respond to requests and inquiries from students, staff, or the public; effectively present information in person or on the telephone to students, staff, or the public.
- Use sound judgment in recognizing the scope of authority.
- Compile and organize data and information.
- Maintain filing systems.
- Exercise good judgment in maintaining information, records, and reports.
- Plan and organize work to meet schedules and changing deadlines.
- Operate office equipment, including computers and supporting word processing, spreadsheet, and database applications.
- Adapt to changing technologies and learn the functionality of new equipment and systems.
- Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person.
- Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, and socio-economic students and families
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.

Minimum and Desirable Qualifications:

- Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying
- Previous experience working in an urban school is preferred
- Type and enter data at a speed necessary for successful job performance.
- Strong communication skills (writing and speaking) Bilingual Spanish preferred

Custodian

Under direct supervision, performs routine cleaning work in the classrooms, offices, and other facilities of the school site. Carries out a written schedule of cleaning and maintenance tasks and job-related work as required. Custodian positions are typically assigned to swing or night shifts and may include weekend, holiday, or school break schedules. Performs other job-related duties as assigned by supervisor.

Responsibilities include:

- Sweep, scrub, mop, and wax floors; vacuum and clean carpets
- Dust and polish furniture and woodwork
- Empty and clean waste receptacles
- Clean restroom, sink and drinking fountains
- Wash windows and walls, and remove graffiti; polish metalwork
- Clean window blinds
- Maintain property security and vandalism control of the school

- Assist in moving and arranging furniture and equipment, and setting up rooms
- Prepare fields for special events and/or athletic events
- Take care of equipment and materials and make minor non-technical repairs, replace lights; adjust shades or blinds, furniture and desks, change heating filters
- Inspect grounds, parking lots, and sidewalks and report any unsafe conditions
- Inspect for, and report safety problems that cannot be easily remedied
- Properly dispose of hazardous and infectious materials, in accordance with district policies and procedures
- Keep informed of current methods, practices, regulations, and guidelines pertaining to school plant operation and maintenance

Minimum and Desirable Qualifications:

- A high school diploma or GED equivalency sufficient to assure the ability to read and write English and to perform mathematical calculations at the level required for successful job performance
- Two (2) years of related experience preferred
- A pre-employment physical is a requirement of the candidate selection process for this position
- Knowledge of:
 - Modern cleaning methods and the use and care of cleaning materials and equipment used in custodial work preferred
 - Requirements for maintaining school buildings, ground and swimming pool in a safe, clean and orderly condition
 - Basic English usage, oral and written communications
 - Safe vehicle driving practices
 - Possession of a valid Class C California driver's license (as appropriate to the assignment)

Maintenance/Facilities Technician

The Maintenance/Facilities Technician provides maintenance services; ensuring completion of projects in accordance with trade standards; provides information on the proper use of equipment; identifying repair and/or replacement needs; performing minor to major maintenance including emergency repairs, and assisting skilled trades. This job reports to the Director of Operations. Responsibilities include:

- Inspects buildings and facilities (e.g., repair work, building, and grounds projects, equipment, etc.) for the purpose of determining immediate maintenance and repair needs, responding to supervisor direction, generating work orders and/or recommending removal of fire, safety or health hazards, ensuring compliance with building and safety codes.
- Installs a wide variety of materials (e.g., carpet, tile, roofing, cabinetry, drywall, plumbing, insulation, glass, electrical, masonry, etc.) for the purpose of providing enhancements and/or upgrades.
- Maintains a variety of files and records (e.g., inventory, work orders, labor/material estimates, equipment repair manuals, etc.) for the purpose of providing an up to date reference and audit trail.
- Performs a variety of skilled trade functions (e.g., plumbing, painting, HVAC, carpentry, etc.) for the purpose of completing projects within established time frames.
- Repairs facilities, equipment, and systems for the purpose of ensuring a safe working condition.
- Responds to emergency situations during and after hours for the purpose of resolving immediate safety concerns.

Minimum and Desirable Qualifications:

- A high school diploma or GED equivalency sufficient to assure the ability to read and write English and to perform mathematical calculations at the level required for successful job performance
- Two (2) years of related experience preferred
- A pre-employment physical is a requirement of the candidate selection process for this position
- Knowledge of:
 - Modern cleaning methods and the use and care of cleaning materials and equipment used in custodial work preferred
 - Requirements for maintaining school buildings, ground and swimming pool in a safe, clean and orderly condition
 - Basic English usage, oral and written communications
 - Safe vehicle driving practices
 - Possession of a valid Class C California driver's license (as appropriate to the assignment)

Teachers

We see all staff members as playing a crucial role in the academic outcomes of our students, and the quality of our instructional staff (especially teachers) will greatly impact student outcomes.

All teacher candidates will be required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents will be verified with the California Commission on Teacher Credentialing (CCTC) by the office manager. The applicants credential subject organization must meet state and federal requirements to teach the subject that he/she is being hired to teach. Invictus Leadership Academy will support the employment of university interns, eligible candidates, and we will work very closely with the University in question to ensure that the candidate is eligible for internship permit and that the subject authorization the state and federal requirements. Furthermore, intern applicants must be able to complete the teaching credential program within two years. All teachers will also be required to possess an English learner authorization, which is either embedded in their credential or an added authorization.

Job Description: Teachers will ensure that the school's academic standards are rigorous, clear, measurable, and aligned with California State Standards. They will use the school's scope and sequence to develop unit plans, and daily lesson plans when applicable, i.e., for English Language Arts. Teachers will submit lesson overviews to the Executive Director on a weekly basis, work with their grade-level team to revise, edit and improve lessons; develop curriculum that addresses different learning styles, develop assessments that measure student progress, create a course syllabus and write an introductory letter for students and families before the academic year begins. Teachers will also use a variety of methods to engage students in the classroom, assume responsibility for the progress of all students, and continuously use assessment data to refine curriculum and instructional practices.

Minimum and Desirable Qualifications:

- Bachelor's Degree.
- ESSA compliant and properly credentialed to teach within their assigned position (E.g., Multiple subject or Single Subject Credential, Special Education Credential) Two years of urban teaching experience preferred.
- Teachers must possess an ELL authorization either embedded in their credential or added authorization issued by CTC.
- Passionate and completely dedicated to Invictus' mission and a steadfast belief that all students deserve preparation for the college of their choice.
- An unwavering belief that all students can achieve at the highest academic levels.
- High level of professionalism.
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices.
- Commitment to developing professionally as a teacher and as a leader.



- Commitment to analyzing student's academic achievement results and using assessment data to inform instruction.

Teacher Assistants

Invictus' Teacher's Assistants (TAs) are of great value to the overall academic program of the organization. TAs will not only be fully committed to the vision and mission of the Charter School, but they will be our primary source for substitute teachers, and we expect to facilitate some developing into full-time teachers in the general education classroom of our school. ILA TAs help the Charter School realize our extensive academic and cultural programs TA responsibilities include:

- Supervise children in all indoor and outdoor activities, ensuring a safe environment, especially during transitions and bathroom breaks.
- Supervise children during breakfast, lunch, and snack time, encouraging good eating habits are developed.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them.
- Provide a wide variety of age-appropriate activities that offer physical and emotional growth. Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
- Maintain open lines of communication with the classroom teacher and team to ensure the individual needs of all children are met.
- Prepare and distribute healthy snacks as necessary for children.
- Lead the classroom if a teacher is running late or requested a substitute.

Minimum and Desirable Qualifications:

- Must be compliant in accordance with Title I funding parameters. (1) Completed two years of study at an institution of higher education; (2) Obtained an associate's (or higher) degree; or (3) Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness).
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence.
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities.

Intervention Specialist

The Intervention Specialist will provide targeted supports to students performing below grade-level in core subject areas; and will provide expert guidance in the delivery of targeted ELD instruction and reading comprehension, in the delivery of targeted reteaching, differentiated instruction, and acceleration of student learning strategies. The Intervention Specialist will provide one-on-one and small group instruction to students that have difficulty mastering grade-level content during first instruction and require additional assistance. Responsibilities include:

- Assess students frequently, examines student assessment data, and refines intervention activities to address individual student needs

- Develop and implements lesson plans and classroom activities consistent with California State Standards
- Organize systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Work closely with classroom teachers and education specialists to identify unique student needs; collaborates with team members and outside service providers to diagnose and address learning challenges
- Actively participates in professional development activities, including training sessions and working with Teachers that lead professional development sessions, Executive Director and other Instructional Specialists
- Provides classroom teachers, students and parents/guardians with regular and timely information on student progress; finds ways to involve parents/guardians in their students' education
- Tracks critical student information and maintains accurate student records, including attendance
- Performs other related duties as required and assigned

Minimum and Desirable Qualifications:

- Bachelor's degree required. Master's preferred.
- Valid California Multiple Subject Credential required
- Specialist training in math or language literacy and/or recovery preferred
- In-depth knowledge of differentiation strategies and instructional intervention practices
- Knowledge of child and youth cognitive development and different learning styles
- Knowledge of California State Standards and ELD Framework
- Knowledge of assessments
- Ability to analyze qualitative and quantitative student data
- Ability to collaborate with colleagues, parents, and the community
- 2+ years as a classroom teacher
- Experience working with K-5 students, particularly those reading two or more years behind grade level and English Language Learners

J-STEAM Specialist

The J-STEAM Specialist will support the creation and execution of J-STEAM Project-based learning modules and will provide expert guidance in the delivery of J-STEAM projects. The J-STEAM Specialist will provide one-on-one and small group instruction to students that are working on our annual Community JAM capstone. Responsibilities include:

- Co-teaching J-STEAM lessons for students in grades TK-8 in a structured, inquiry-driven learning environment
- Creates, updates, and teaches J-STEAM curriculum for school programs in collaboration with instructional staff
- Develops, oversees, and/or assists with STEAM competitions and other community educational activities.
- Promotes a safe, engaging learning environment for all audiences, and maintains creativity, high-energy, and flexibility under pressure
- Writes grants to secure program funding
- Tracks and analyzes performance data to determine J-STEAM program impact on STEAM career awareness
- Builds relationships with community partners in the STEAM and Civil Leadership sectors
- Builds relationships internationally to explore the intersection of social justice issues globally
- Works closely with all teachers to integrate PBL and maker-centered learning elements
- Manages J-STEAM tools/Maker Carts (and Maker Spaces) and all the low and high-tech materials and equipment needed to support Innovation, including 3D printers.

- Coordinates all teacher PD related to innovation, including Maker-centered learning and project-based learning.
- Research, select, and implement other innovative or tech-based curriculum such as coding and robotics.

Minimum and Desirable Qualifications:

- Bachelor's degree
- Three years or more of full-time teaching service preferred
- California multi-subject teaching credential preferred
- Understanding of CA Common Core State Standards and grades TK-8
- Knowledge of innovative and progressive curriculum and instructional efforts with advanced understanding and knowledge of Project-based and Maker-Centered learning best practices
- Demonstrated success with similar populations
- Strong interpersonal skills and ability to work effectively in a team environment
- Ability to work in an informal learning environment while providing a structured formal learning experience
- Basic knowledge of, and enthusiasm for, STEAM fields (professional experience working in a STEAM or Civil/Government strongly preferred)
- A strong knowledge base of Project-Based learning and maker spaces preferred
- Ability to communicate effectively, both orally and in writing
- Strong computer skills and knowledge of current office and classroom software, including Google Docs and Microsoft Office

ELA/ELD Specialist

The ELA/ELD specialist will provide targeted supports to students performing below grade-level in reading and comprehension; and will provide expert guidance in the delivery of targeted ELD instruction. The ELA/ELD Specialist will provide one-on-one and small group instruction to students that have difficulty mastering grade-level content during first instruction and require additional assistance.

Responsibilities include:

- Assess students frequently, examines student assessment data, and refines intervention activities to address individual student needs
- Develop and implements lesson plans and classroom activities consistent with California State Standards
- Organize systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Work closely with classroom teachers and education specialists to identify unique student needs; collaborates with team members and outside service providers to diagnose and address learning challenges
- Actively participates in professional development activities, including training sessions and working with Lead Teachers, Executive Director and other Instructional Specialists
- Provides classroom teachers, students and parents/guardians with regular and timely information on student progress; finds ways to involve parents/guardians in their students' education
- Tracks critical student information and maintains accurate student records, including attendance
- Performs other related duties as required and assigned

Minimum and Desirable Qualifications:

- Bachelor's degree required. Master's preferred.
- Strong communication skills, bilingual Spanish
- Valid California Multiple Subject Credential
- Specialist training in literacy and/or reading recovery

- In-depth knowledge of literacy development and reading interventions
- Knowledge of SDAIE and GLAD strategies
- Knowledge of child and youth cognitive development and different learning styles
- Knowledge of California State Standards and ELD Framework
- Knowledge of assessments
- Ability to analyze qualitative and quantitative student data
- Ability to collaborate with colleagues, parents, and the community
- 2+ years as a classroom teacher
- Experience working with K-5 students, particularly those reading two or more years behind grade level and English Language Learners

Site Safety Specialist

Under the direction of the site administrator (Executive Director or Executive Director's designee), the Site Safety Specialist performs a wide variety of duties pertaining to the supervision of students, maintains safety and security outside of classrooms, on the school grounds, and areas or streets adjacent to the campus, and at extra-curricular school functions. Responsibilities include:

- Maintain high visibility presence in a mandatory Standard Dress Uniform around the campus at all times, in designated areas.
- Monitor and check student behavior and movement around the campus.
- Enforces Charter School regulations and intervenes appropriately regarding student conduct in halls, walkways, and around and adjacent to the campus (anywhere outside the classroom) before, during and after school, and on the campus (or adjacent to) during lunch periods.
- Follow policies and procedures as defined by Charter School standards, school regulations, handbook, and administrative direction.
- Complete general written reports accurately and serve as a witness in student conferences, disciplinary hearings/proceedings, and legal hearings/proceedings, as appropriate. Escort students to the office for administrative intervention.
- Intervene in and diffuse conflicts between students consistent with student safety requirements.
- Assist in the enforcement of safety regulations.
- Supervise the campus to keep loiterers from the campus and to redirect students out of class without proper authorization back to their class, effectively and respectfully.
- Make referrals and obtain assistance as the seriousness or repetition of a situation requires.
- Assist with the supervision of functions such as dances, athletic contests, or other school activities.
- Supervise groups of students in emergency situations as the Executive Director's designee.
- Perform related duties as assigned.

Minimum and Desirable Qualifications:

- High school diploma or equivalent
- Excellent Verbal communication skills, Bilingual Spanish speaking preferred
- Experience involving public contact responsibilities; including experience working with youth in a supervisory capacity.
- Experience working in an urban school setting preferred
- Valid California Driver's License.
- Items below must be completed within six (6) months of employment probation.
 - California SB1626 certificate of completion or equivalent within the past five years.
 - Successful completion of conflict resolution, verbal intervention and/or physical restraint course(s) approved by the Invictus Administration within six (6) months of employment.
 - First Aid and CPR certification.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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



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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

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(s) of Records

The Executive Director will serve as the Custodian of Records for Invictus Leadership Academy.

How Invictus Will Support and Promote Student Health and Wellness

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, Invictus Leadership Academy will offer the National School Lunch Program and provides a nutritious breakfast, hot lunch, and snack program via a third-party vendor.

Invictus provides a rigorous physical education program designed to help our students stay healthy and active. As described in Element One, our students participate in physical education four times each week, exceeding our state's minimum required minutes for Physical Education in all served grade levels.



Additionally, we will seek to secure a school location with a large play area and/or playground for students to use during recess.

The importance of maintaining a healthy mind and body is emphasized at Invictus, and the intersection of physical health and social justice will be explored during our third year, as we investigate and quantify environmental factors and the incidence of asthma within our community.

School Safety Plan

In accordance to AB 1747, effective January 1, 2019, Invictus will develop a comprehensive school safety plan with input from the classified employees of the charter school, a fire department and other first responder entities. The Invictus School Safety Plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

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.

Invictus’ Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance

ILA team members, including board members and the founder have been attending and participating in community meetings and outreach for the past few months. We have also hosted events and information sessions for residents within the community. While our enrollment and recruitment efforts are concentrated on Watts, given Watts’s proximity to neighboring communities and shared resources, we have engaged community leaders and families within the broader south-central communities as well (specifically in zip codes 90002, 90059 and those immediately bordering residents of zip codes 90280 and 90262). We will continue to engage the community after we submit our petition for authorization, and we have a variety of outreach activities planned post authorization to ensure we have met our enrollment targets. Future outreach meetings will be held at least two weekday or evenings each month through the Fall of 2019 and continuing through summer 2020.

Specific annual outreach activities include but are not limited to:

- Notification of enrollment opportunities at Invictus Leadership Academy through publicity flyers and brochures, the Invictus Leadership Academy website, social media, and local media (will commence October 2019, with a revised flyer announcing our approval and our ability to accept new students in grades TK-5)
- Development of all marketing materials in English and Spanish. We currently have materials in both languages, and our updated materials would be translated into Spanish.
- Door-to-door outreach to families throughout the ZIP Codes 90002 and 90059 with an emphasis on the 10-block radius of our future facility location. This outreach and information sharing will take place during the second Saturdays of each month from noon until 3 pm preceding our launch, beginning November 2019.



- Information sessions and flyer distributions at local community meetings such as Neighborhood Council meetings (takes place second Tuesday each month at 6:30 pm), block club meetings, and Neighborhood Watch meetings, beginning November 2019.
- Information booths and flyer distributions on first and third Saturdays of each month from noon until 3pm at local laundromats, grocery stores, libraries, parks (Ted Watkins Park and Jesse Owens Park) WIC centers (on Compton Ave in Watts) daycare centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social service agencies, housing projects, apartment complexes, medical centers, and faith-based organizations, beginning November 2019.

How the Invictus Plan will Achieve and Maintain the LAUSD Racial and Ethnic Balance Goal

The local population has a high Hispanic/Latino and African American demographic, as well as a high percentage of socioeconomically disadvantaged families. Since Invictus will be in Watts, we intend to recruit and work with students from their neighborhoods represented below, and our outreach efforts will target this geographic region. We anticipate our student enrollment will mirror the community's racial and ethnic demographics. In addition to informational materials being made available in English and Spanish, Invictus will include Spanish speaking recruiters during all information sessions and events. To ensure we achieve a racial and ethnic balance reflective of Watts, the Executive Director, and the school's recruitment team will annually evaluate our enrollment efforts and outcomes. We will also analyze our communications with all families and identify any language and or cultural barriers that may impede our desire for racial balance. We will also identify community leaders and organizations with which to strengthen partnerships to ensure racial balance.

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

Invictus Leadership Academy will be an open enrollment, tuition-free, nonsectarian public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Enrollment to the Charter School will be open to any resident of the State of California. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. Invictus shall not require a parent/guardian or student to provide information regarding immigration status for admission or enrollment.

Invictus will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by random public drawing (lottery, as described below) in accordance with Education Code §47605(d)(2)(B) and all federal requirements.



Invictus Leadership Academy shall not charge tuition, nor discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including scholastic aptitude or prior academic performance, and immigration status (in accordance with AB 699 enacted on October 4, 2017.)

In accordance with Education Code Sections 47610 and 48000, children must meet minimum age requirements for enrollment. Transitional Kindergarten (“TK”) students must have their fifth birthday between September 2 and December 2 of the school year. The Board of Directors may take action on a case-by-case basis to admit into TK a student who turns five at any time during the school year if the Board determines it would be in the best interest of the child and the parent is informed about the advantages and disadvantages of this early admittance. Proof of the child’s age must be presented at the time of enrollment.

Student Recruitment

Admission will be open to all students in the state of California. Invictus Leadership Academy intends to locate in Watts and thus serve students living in and attending schools in Watts; therefore, marketing is targeted to students residing in the community and/or attending schools in the community served. As described in our recruitment plan, Invictus Leadership Academy is committed to recruiting English Learners, low achieving students, economically disadvantaged students, and students with disabilities. Our targeted recruitment efforts are within the zip codes of 90002 and 90059. Enrollment will be monitored to ensure, as much as possible, students reflect the diversity of the targeted community. Methods to increase recruitment of students, including students with special needs include:

- Daylong pop-up school experiences that enable interested parents and students to interact with Invictus leadership and staff and get a better sense of the kinds of learning experiences that will take place at our school
- Bilingual flyers distributed throughout the local community that welcome students with special needs
- Community meetings open to all interested parents and community members that include a presentation from services for EL and SPED students
- Open house at the school site prior to the opening of the school
- Meetings, materials, communications provided in English and Spanish

As detailed in Element 7, recruitment materials are bilingual in English and Spanish to communicate ILA’s mission and educational program. Marketing materials will be delivered to homes, businesses and service organizations, including those that serve students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities, in the targeted community. Materials will include school information, including the school website and phone number for additional information. Information sessions at local community centers, early education programs, and after school programs, including postings in English and Spanish, will ensure parents of school-age children residing in the targeted neighborhood are informed about the opening of ILA. In addition, to ensure we reach a diverse group, our outreach methodology is also diverse.

Lottery Preferences

ILA shall adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

Preference in the lottery for available seats will be given to the following categories of students in the order listed here:

- 1- Residents of LAUSD
- 2- Siblings of students enrolled in the Charter School, to help families and strengthen a cohesive school community at the site



- 3- Children of founding parents, teachers, and staff not to exceed 10% of total enrollment in accordance with district policy on founding parents.

Upon a child's admission, any siblings will automatically be given awarded the sibling preference in the lottery.

Lottery Procedures

Invictus shall adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The open enrollment period will commence September 1st of the preceding school year. By mid-January each year, parents of students who are currently enrolled will be provided Intent to Enroll forms asking if they plan to have their children return in the following year. Unless a parent returns the form marked "no," those students are counted as returning for purposes of calculating the number of open seats.

Interested families of students who are not currently enrolled are required to submit a completed Lottery Application form in hard-copy or on Invictus's website by 5:00 PM on a specific day in the first week of February designated each year in order to participate in the lottery. Lottery Applications will be available online and at our school.

To ensure a fair lottery process, Invictus will communicate to all interested parties the timelines, rules, and procedures to be followed during the open enrollment and lottery processes via the lottery application (available as a hard copy document and online). Any family submitting a Lottery Application to ILA will be informed on the Application itself and at information sessions of the following: the Charter School's admissions procedures as described in the Charter; the date when the Lottery Application must be returned to ILA in order to be included in the public lottery; how to return forms (e.g. in hard-copy or on the website); information that if a lottery is required, attendance at the lottery is not required for admission to the school. By the designated Lottery Application deadline each year, if there are more completed Lottery Applications than seats available, a lottery date, time, and location will be set for the month of February. All Lottery Application forms completed and returned within the open-application period will be entered into the lottery. The lottery will be held on a weekday evening, in a space large enough to accommodate all interested families, so as many families as possible can attend, and names are drawn randomly. ILA will either use a multipurpose room of the facility we lease or the Ted Watkins Community Center if we have more families than available slots.

A disinterested third-party (someone that does not have a child participating in the lottery nor have a child enrolled at the Charter School) selected by the Executive Director, will randomly pull lottery applications in order of grade level. Families will be notified of their admission status (admission offered or placement on waiting lists) within two weeks of the lottery by mail, email, and/or by phone. Families offered a space for the upcoming year are required to complete an enrollment packet within ten (10) business days to confirm enrollment and return their paper enrollment packets to the Charter School in person. Enrollment may also be completed electronically via Apply LA and through our Charter School website.

Founding Parent/Family Preference

Invictus Leadership Academy highly values family and community member's participation. Therefore, to acknowledge the valuable work completed by our parent partners and community member partners during the founding of our school, the designation of "Founding Family" will be given to families who contribute their time and are invested in the establishment of our school (in compliance with district policy). An individual will be considered a Founding Parent if she or he:

- Commits at least 50 volunteer hours to support the long-term success of ILA before opening; and
- Commits those hours through the following activities: writing/developing the charter school petition, establishing/preparing the charter school facility, recruiting students and families,

performing communications work for ILA (including maintaining social media accounts or website), publicly supporting ILA's charter authorization, or developing/implementing the charter school educational program or operations; and

- Performs these activities between September 1, 2019, and the first day of instruction at ILA.
- Founding Parent status will be open to anyone interested in contributing significant volunteer hours to opening the School;
- Founding Parents will not be required to give financially to the school, and financial donations will not be taken in lieu of volunteer time;
- Being a Founding Parent will not be a guarantee of admission to the school;
- The admission preference will be applicable to all children or wards of Founding Parents, even if the children do not begin attending the charter school until after ILA's first year of operations;
- Founding Parents may be either parents or legal guardians;
- Founding Parent status may not be transferred or delegated to another individual;
- Executive Director will be designated to make the determination of whether an individual qualifies as a Founding Parent, based only on the eligibility requirements set forth above. Once these determinations have been made, a list of all Founding Parents will be compiled. This list will detail how each Founding Parent was determined to qualify as a Founding Parent. This list will become final the day prior to the first day of instruction at ILA and shall be maintained at the School's main office.

Wait List Process

Students not selected during the lottery for admission will be placed on the waiting list in order of the selection of their name. Applications received after the admission deadline will be held in abeyance for a possible future lottery, if needed. Once enrollment capacity is reached, as vacancies occur, Invictus Leadership Academy will fill spaces available from the waiting list by grade level and notify these families by email, mail, and/or phone. The waitlist will include contact information of the families wanting to be admitted should a position open.

If a student's family is notified of an open position during the current school year, they will have 72 hours to confirm their intent to enroll (via phone or email) and to submit a completed enrollment packet in person or online. Should the family decline the position, the next family on the waitlist will be contacted until the open position is filled. In no circumstance will the waitlist carry over to the following school year, and students who remain on the waitlist must apply for admission in the following year.

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

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor will conduct an audit of ILA in accordance with Generally Accepted Accounting Practices (GAAP) and the applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller’s Guide; to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Annual Audit Procedures

- The Executive Director will be responsible for providing the audit committee, made up of at least two (2) ILA Board members, with a short list of independent auditors obtained through a request for proposals. The Executive Director shall ensure that the recommended auditor, which shall be selected by the audit committee, shall be on the State Controller’s list of approved auditors to conduct charter school audits.
- The audit will be conducted according to Generally Accepted Accounting Practices (GAAP) and the applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller’s Guide. The Executive Director and back-office services provider will work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Executive Director will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the audit committee and Invictus Board of Directors with recommendations on how to resolve them.
- The Invictus Board will review and approve the audit.



- The Executive Director will be responsible for ensuring that the audit is submitted to all required agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the ILA Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved.

It is understood that all audit exceptions and deficiencies will be resolved in conference with the independent auditor to the satisfaction of LAUSD.

The independent financial audit of the Charter School is a public record to be provided to the public upon request

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

Invictus is committed to developing exceptional citizens that conduct themselves with the utmost dignity. Therefore, we will employ Positive Behavior Intervention Supports (“PBIS”) within a Restorative Justice mindset (“RJ”). We will explicitly teach behavior expectations during the first week of school (see behavior expectation matrix within this element) and partner with our families to ensure absolute clarity and agreement about expectations for student behaviors and potential consequences for misconduct. Our families will receive a copy of our Student/Family Handbook in their home language during our annual “Family Orientation,” held at the beginning of the year. This handbook will outline our discipline policy, consequences for misbehavior, as well as information about our instructional program.

ILA’s disciplinary policy and its procedures will be printed and distributed as part of the ILA Parent/Student Handbook (referenced in the previous paragraph) and will clearly describe discipline expectations. Corporal punishment shall never be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School-wide Positive Behavior Intervention and Support (SWPBIS)

Positive Behavior Intervention Systems (PBIS) has demonstrated the ability to create environments that support student learning.¹¹⁹

While PBIS is a well-regarded system for behavior, ILA will also build a culture that is restorative rather than punitive. Restorative Justice (RJ) practices have been linked to dramatic reductions in the number of assertive discipline incidents in urban school settings.¹²⁰ RJ also supports academic achievement by minimizing the number of missed instructional days (through suspensions) and establishing a school/classroom environment that has fewer unresolved interpersonal conflicts.^{121, 122}

Invictus is deliberately designed to be a small school (less than 500 pupils within a single elementary or middle school). Researchers have found this structural feature linked to improved student connectedness (to peers, teachers, and staff), reduced isolation (and anonymity in the middle grades), and other favorable circumstances that are tied to positive academic outcomes.¹²³

Jimerson also found the following advantages to small schools¹²⁴.

1. There is greater participation in extra-curricular activities, and that is linked to academic success.
2. Small schools are safer.
3. Kids feel they belong.

¹¹⁹ Bradshaw, Catherine P., Wendy M. Reinke, Louis D. Brown, Katherine B. Bevans, and Philip J. Leaf.

"Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial." *Education and Treatment of Children* 31, no. 1 (2008): 1-26.

¹²⁰ Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325-353.

¹²¹ Karp, D. R., & Breslin, B. (2001). Restorative justice in school communities. *Youth & Society*, 33(2), 249-272.

¹²² González, T. (2015). Socializing schools: Addressing racial disparities in discipline through restorative justice. *Thalia González, Socializing Schools: Addressing Racial Disparities in Discipline Through Restorative Justice, in CLOSING THE SCHOOL DISCIPLINE GAP: EQUITABLE REMEDIES FOR EXCESSIVE EXCLUSION (Daniel J. Losen ed., 2014).*

¹²³ Bowen, G. L., Bowen, N. K., & Richman, J. M. (2000). School size and middle school students' perceptions of the school environment. *Children & Schools*, 22(2), 69-82.

¹²⁴ Jimerson, L. (2006). The Hobbit Effect: Why Small Works in Public Schools. Rural Trust Policy Brief Series on Rural Education. *Rural School and Community Trust*.

4. Small class size allows more individualized instruction.
5. Good teaching methods are easier to implement.
6. Teachers feel better about their work.
7. Mixed-ability classes avoid condemning some students to low expectations.
8. Multiage classes promote personalized learning and encourage positive social interactions.
9. More grades in one school alleviate many problems of transitions to new schools.

While emotionally safe learning spaces may not be a top point of emphasis in schools, research suggests that some students engage in detrimental behaviors, such as avoiding seeking help or misbehaving, in order to protect their self-worth¹²⁵. Classrooms that heavily focus on academic performance without addressing emotional well-being tend to foster students' avoidance behaviors, projective coping strategies, and disruptive behavior.^{126, 127, 128} Researchers have also confirmed that students may fail to ask for help when they need it (during their regular education instruction) and are often too embarrassed to access help in resource rooms (for special education assistance) to protect their self-worth.^{129, 130} For these reasons, Invictus has intentionally included times for centers and differentiation within our instructional minutes that ushers all students into differentiated learning spaces that destigmatize receiving help, especially for those students that need it most.

Positive Behavior Interventions and Supports

ILA will begin each year, ensuring that students (and families) have clarity about expected behaviors and potential consequences that will follow misbehavior. This will help create a transparent environment of elevated expectations, fairness, and mutual respect. During voluntary parent information nights and family orientations, families will have an opportunity to review and discuss their own expectations for their child's safety and build community with other families.

Invictus will further foster a safe and responsive environment that meets the socio-emotional needs of our children by explicitly teaching expected behaviors during the first week of school (during differentiation and centers learning time). Invictus will utilize PBIS posters that explain how our students can successfully engage in each area of our school, including bathrooms, classrooms, with technology, and during lunch. Invictus staff, especially teachers, will positively reinforce our expected behaviors (celebrating and acknowledging the desired behaviors with PBIS incentives-small prizes). ILA staff will reteach discrete expected behaviors when teachable moments occur (with individual students that fail to demonstrate the appropriate behaviors). And lastly, ILA's Executive Director and Intervention Specialist (during the first year) will provide differentiated supports to students that are routinely unsuccessful at following ILA's prescribed protocols for school areas.

Tiered Behavior Intervention

ILA's discipline policy will promote learning and protect the safety of all students and support a nurturing environment where all students can thrive. This discipline policy will be tiered: it will begin with preventative measures that create a culture of safety and mutual respect. When students' behavior

¹²⁵ Covington, M. V. (1992). Making the grade: A self-worth perspective on motivation and school reform. New York: Cambridge University Press.

¹²⁶ Friedel, J. Hruda, L., & Midgley, C., (2001). When children limit their own learning. The relation between perceived parent achievement goals and children's use of avoidance behaviors. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

¹²⁷ Midgley, C., Kaplan, A., Middleton, M. (2001). Performance-approach goals: Good for what, for whom, under what circumstances, and at what cost? Journal of Educational Psychology, 93, 77-86.

¹²⁸ Marachi, R., Friedel J., Midgley, (2000). I sometimes annoy my teacher during math." Relations between student perceptions of the teacher and disruptive behavior in the classroom. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA

¹²⁹ Ryan, A. M., Pintrich, P. R., & Midgley, C. (2001). Avoiding help-seeking in the classroom: Who and Why? Educational Psychology Review, 13, 93-114.

¹³⁰ Ryan, A. M., Gheen, M. H., & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social emotional role, and the classroom goal structure. Journal of Educational Psychology, 90, 528- 535.

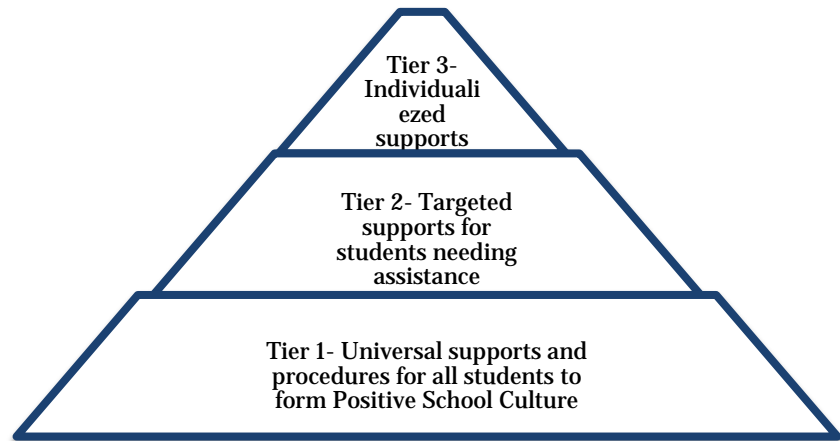
requires individualized intervention, the second tier of ILA's discipline policy will engage the student, and potentially their family, in respectful and restorative conflict resolution methods. Finally, when a student repeatedly engages in behavior that seriously undermines the safety or well-being of ILA's community, the third tier of our discipline policy will involve intensive discipline that may result in suspension or expulsion. The Executive Director will regularly monitor student behavior data and spearhead the development of new interventions and supports as needed.

Tiered Behavior Supports

Tier 1:

ILA teachers will employ the following measures to create a culture of respect and prevent behavioral issues that would require intervention:

- Develop and implement procedures for how students behave in class and common areas; these PBIS lessons will be taught at the beginning of the school year and retaught at least once each school year. These lessons will include a variety of procedures including how to ask questions, work in groups, enter the room, and even how to smoothly transition
- Reteach Students that fail to follow the established procedure at teachable moments
- Model respectful interactions with parents, staff, and students,
- Develop and follow daily schedules to establish predictable routines that help students successfully engage in learning
- Being aware of each student's affect and building relationships with families to proactively diffuse potential challenges, allowing students a moment to collect their thoughts when frustrated
- Awarding badges and other PBIS incentives regularly to reinforce desired behaviors
- Conduct class circles (RJ-strategy) discussions to help foster a strong classroom climate of mutual respect and connectedness
- Setting behavioral goals with struggling students and their families
- Meeting and speaking with parents about their child's successes and needs
- Working collaboratively as a team with parents, colleagues, and administration to support students that are not successful with Tier 1 supports alone



Tier 2:

ILA teachers and administration will work together to craft and provide strategic supports for students who are not responding to Tier 1 support efforts and are exhibiting inappropriate behavior. These measures are designed to repair damaged relationships; expose underlying causes for inappropriate behavior; and, ultimately, reintegrate the student into the community and classroom.

When a student is physically or verbally abusive, is defiant of school personnel engaged in the performance of their duties, uses profanity, lies, steals, bullies, or is unacceptably rude to students or adults at school, the following Tier 2 measures will be employed.

- Taking a "break" from classroom activities
- Completing a "Self-Reflection" worksheet or writing in a format appropriate for their developmental stage

- Utilizing a restorative approach (RJ) to discuss the issue with the involved parties and discuss alternative/replacement behaviors
- Phone call/conference with parent/guardian
- “Visiting” another classroom or, if warranted, the office
- Discipline Incident report completed, and parent informed
- Referral to Administrator or Counselor
- SST referral
- Behavior contract and establishment of short-term goals

Invictus Leadership Academy will seek to repair the harm done to all individuals during any misconduct. Understanding that classroom disruptions impact, not just the initiator, but every child in the classroom and their teacher. If a student must be removed from their classroom to preserve an effective learning environment, the initiator will be reintroduced into their classroom using restorative practices and strategies. Some of these restorative practices include but are not limited to mindfulness instruction, time to reflect, and restorative circles.

Tier 3:

When a student repeatedly engages in serious behavior and does not respond positively to the Tier 2 measures set forth above or engages in a single act of significant misbehavior that warrants suspension or expulsion in compliance with the policies detailed below, ILA will employ more intensive disciplinary measures. These measures will be reserved for serious transgressions, such as violence, theft, lewd or sexually inappropriate behavior, hate speech, or any dangerous or illegal activity.

ILA will not consider suspension or expulsion an effective means of improving student behavior. In lieu of suspending or expelling a student, ILA will typically employ the following alternatives:

- SST meetings/ Parent conference
- Daily check-ins with Executive Director
- Referral to school counselor (after year 1) or outside counseling services partner
- Daily Behavior Intervention contract
- “Visiting” another classroom, or the office, for a prolonged period of time
- Detention
- Loss of privileges
- Multi-agency partnerships and intensive skills training

When a student does not respond positively to the above-listed Tier 3 alternatives, suspension or expulsion may be considered. As noted, notwithstanding the foregoing, certain transgressions may be so serious in nature as to warrant suspending or expelling a student without first employing any other disciplinary alternative.

Invictus’ disciplinary policy and its procedures will be printed and distributed as part of the Student/Family Handbook and will clearly describe discipline expectations and disciplinary policies as described in Element 10. Corporal punishment shall never be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Invictus Leadership Academy shall document and implement an alternative to suspension and expulsion that Invictus Leadership Academy shall utilize in response to attendance related concerns (e.g., truancy or excessive tardiness).



Restorative Justice Practices

Invictus will engage restorative practices more as a mindset than a program. This mindset is essential to the establishment of our learning community of all stakeholders, including parents. Our learning community will hold the motive of building and strengthening relationships when resolving conflicts and injustices. As a leadership themed school that investigates social justice issues, Invictus will recruit staff with a restorative mindset. To assist with building cohesive school culture, Restorative practices, such as seeking to right wrongs, holding RJ circles, hearing the injured and hearing the needs of the instigator will be “the way” we do things at ILA. Additionally, each month, our ILA staff will facilitate community circles with their classes to discuss student feelings, current events, and observations.

Counseling Supports

Given our target community’s pervasive violence, abuse, and poverty; we expect that many of our students would benefit from counseling and trauma-informed care. Therefore, Invictus will utilize Counselors and Counseling Support staff to help our students navigate their emotional and mental health to better access their learning and develop as a whole child. Recognition of the benefits to trauma-informed approaches is expanding, along with how school systems can address trauma. There is a critical need for trauma-informed service delivery in schools.

Researchers have found that:

“Using a trauma-informed approach in schools virtually ensures that the negative impact of trauma is recognized and that the needs of students who have experienced trauma are addressed. As advocates for social justice, school psychologists are charged with the task of providing appropriate supports to meet the needs of all students; providing trauma-informed care may be a necessary part of meeting the needs of many students from racial/ethnic minority and low socioeconomic backgrounds. The immediate and long-term consequences of children’s exposure to maltreatment and other traumatic experiences are multifaceted. Emotional abuse and neglect, sexual abuse, and physical abuse, as well as witnessing domestic violence, ethnic cleansing, or war, can interfere with the development of a secure attachment within the caregiving system.

Complex trauma exposure results in a loss of core capacities for self-regulation and interpersonal relatedness. Children exposed to complex trauma often experience lifelong problems that place them at risk for additional trauma exposure and cumulative impairment (e.g., psychiatric and addictive disorders; chronic medical illness; legal, vocational, and family problems). These problems may extend from childhood through adolescence and into adulthood” (van der Kolk, see page 401).

Knowing that the exposure to trauma has a negative impact on the critical domains of a students’ academic and socio-emotional outcomes, and how community violence can contribute to the creation of school cultures that block achievement; our school will continue to seek partnerships with local agencies to provide mental health supports and use data-driven preventative interventions to serve our students. Invictus has connected with the local Los Angeles Police Department (for notifications of area crimes that might impact a child’s readiness to participate in classwork), and the “Reach Team,” a local group that addresses trauma during *Small School Environment*

Invictus will begin as a very small TK-5 school (124 students upon opening), adding a grade level each year until our 7th graders matriculate into the 8th grade (the terminal grade for Invictus). When Invictus becomes fully enrolled, it will serve a maximum of 586 students, which would still be considered a small school given the number of grades served. Research suggests that ILA’s smaller learning environment will be especially helpful to the urban students of color we intend to serve, and will improve our students’ high school graduation rates, academic achievement in ELA and math, and minimize the school-to-school transitional loss of academic ability that typically occurs at each transition point (as students move from elementary to middle school, and then to high school).

Last but not least, ILA will utilize multi-age grouping to minimize threats to students’ self-worth, which is a particularly difficult emotional barrier to students that need reteaching/remediation. While flexibly grouping students for mastery learning is a function of our personalized learning component, it is also socio-emotional support for our students who are most in need of academic assistance. ILA’s instructional



day provides a structure that normalizes student grouping (and frequent regrouping based upon needs), providing an emotionally safe space for our struggling students.

Alternatives to Suspension

Given that students will inevitably make occasional mistakes as they mature, our goal is to quickly reteach behavior expectations during “teachable moments” (to individual students as needed) and tri-annually to the entire student body. Invictus is committed to maximizing the amount of learning time that our students have in school; therefore, we will implement a variety of age-appropriate responses to misconduct that will minimize the loss of student instructional time (see Behavior Consequence chart that follows in this element).

Invictus Leadership Academy will also use the following alternatives to suspension for significant misbehavior, which include but are not limited to:

- Loss of privileges
- Small group sessions on social skills, positive relationship building
- One-on-one conversations between students and teachers
- Peer-to-peer mediation
- Parent conferences at school or home visits
- Warning, verbal and/or in writing

Students who routinely struggle to make correct choices or meet expectations will meet with the Executive Director and/or the Dean of School Culture (will be hired in year 5) and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, supports to be implemented, and appropriate consequences for continued misconduct.

All staff at Invictus Leadership Academy will participate in PBIS and RJ training to ensure a fair and consistent application of student behavior expectations in all settings. Additionally, we will work to build positive relationships with our students and families through a variety of activities and events, including home visits, family nights, and community celebrations. Furthermore, our behavior consequence matrix will be reviewed (and revised) annually by a stakeholder team, including teachers, parents, students, and the Executive Director.

Using Data

Discipline data (the number of referrals, suspensions), attendance data, and climate survey data will be used to evaluate the effectiveness of our school culture and behavior interventions. Discipline data will be disaggregated by all significant subgroups and analyzed for trends as well as individual students that may need additional supports. These data discussion will also be a part of the team discussions when revisions to the behavior consequence matrix are conducted annually (as mentioned above).

In-School Suspension

Invictus Leadership Academy's core values include respect and integrity. Therefore, it is our goal to support the successful education of students that sometimes misbehave in school, while preserving a safe and supportive learning environment for every child in attendance.

At the discretion of the Executive Director (or assigned designee), Invictus will authorize and implement in-school suspension for infractions that demand a consequence up to and including a suspension but do not require the student to be removed from the school.

Where In-School Suspensions are Held, Supervision, and Instruction

In-school suspensions will be held in the Executive Director's office or another suitable location that will ensure the child is under the supervision of a credentialed staff member of ILA as determined by the Executive Director. During in-school suspension, students will work closely with and be supervised by the Executive Director (or assigned designee) on remediating their behavior and completing their assigned schoolwork. Teachers will assign work and meet with the student during the day to ensure the student is completing their assignments. Teachers will follow up with parents as necessary regarding assigned schoolwork.

Supports Made Available

Having found that students most often misbehave when they have historically low academic achievement¹³¹, Invictus has built intervention opportunities into the school day and will provide students access to intervention instruction during in-school suspensions. Students with IEPs will also be provided with appropriate supports during in-school suspensions.

Notification of Family

The Executive Director or designee will make reasonable attempts to contact the parent/guardian immediately by telephone. If the parent cannot be reached immediately by telephone, the Executive Director or designee will continue to follow up throughout the day or attempt to contact the parent in person (for example: when the parent picks the student up from school). In addition, written notification will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the date(s) of suspension.

Maximum Number of Days

The maximum number of days of in-school suspension will not exceed three days per incident and ten days in one academic year. The maximum number of days for an in-class suspension is two days per incident and will not exceed five days in one academic year.

Grounds for Suspension and Expulsion

As guidance, Invictus has utilized Education Code Sections 48900 and 48915 to establish its list of offenses and procedures for suspensions and expulsions. The language that follows is similar to the language of those statutes that are applicable to school districts. Invictus is committed to an annual review of policies and procedures surrounding suspensions and expulsions. If necessary and in consultation with the Charter Schools Division, following those reviews, Invictus will modify these lists of offenses for which students are subject to suspension or expulsion. Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed by the Charter School and the parent/guardian during the period of suspension or expulsion.

Scope of Disciplinary Jurisdiction

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

¹³¹ Duke, D. L. (1976). Who misbehaves?—A high school studies its discipline problems. *Educational Administration Quarterly*, 12(3), 65-85.

Discretionary and Non-Discretionary Suspension and Expulsion Offenses

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

intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or

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

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, or explosive, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, or explosive, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

Procedure by Which Pupils Can be Suspended or Expelled

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

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

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

Due Process

In accordance with E.C. Section 47605 (J), the procedures by which Invictus pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason are as follows.

Invictus shall comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, the Executive Director (or designee) will provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Executive Director (or designee) shall do both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Invictus Leadership Academy for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of the intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If the

pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Out-of-School Suspension Procedures

To protect its student's due process rights, ILA will employ fair and thorough procedures for investigating incidents and collecting evidence, along with clear guidelines, to ensure a comprehensive and consistent process for suspension and expulsion.

The Assistant Principal shall have the discretion to suspend students in violation of the enumerated acts listed above.

- **Notice to Student:** When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the Assistant Principal or designee and will include the student and if possible, the student's parents/guardians. During the conference, the student will be informed of the reasons for the possible suspension and the evidence against him or her and shall have an opportunity to present his or her side of the story. The process for investigating incidents and collecting evidence will be fair and thorough. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension by the Executive Director or designee, and a conference will be held as soon thereafter as reasonably possible.
- **Notice to Parents/Guardians:** When a suspension is issued, the Assistant Principal or designee will make reasonable attempts to contact the parent/guardian immediately by telephone. If the parent cannot be reached immediately by telephone, the Executive Director or designee will continue to follow up throughout the day or attempt to contact the parent in person (for example: when the parent picks the student up from school). In addition, written notification will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will request parents/guardians to respond to this request immediately.
- **How a parent/student may appeal a suspension decision:** Parents/Guardians may appeal a suspension by submitting a written request to the Executive Director within three school days of the first day of the suspension that states the basis for the appeal and all facts relevant to the suspension. The Executive Director shall evaluate the request and respond in writing within two school days of receiving the request. The Executive Director may uphold the suspension, modify the suspension (e.g., reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student's record. The Executive Director's decision shall be final. A student shall remain suspended during an appeal but may return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

Maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year:

The maximum number of days of out-of-school suspension for a single incident is five (5) consecutive school days, unless the Assistant Principal and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. For suspensions of 10 days or more, ILA will provide the written notice and hearing required by Education Code Section 47605(b)(5)(J)(ii). The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by ten (10) days for a total of 30 suspension days in that school year. Students to be suspended for three days or more will be given

appropriate grade-level work to do while on suspension. Any tests that a student misses while on suspension will be completed within the first week of school after the suspension ends.

How and where the student will be provided with meaningful access to education during the term of the suspension: Students to be suspended for three days or more will be given classroom materials and current assignments to be completed at home during the term of the suspension (homework and classwork missed). All work will be graded by the teacher and feedback will be provided in a timely manner. . Students will be given an opportunity to make up all missed assignments and assessments, and any tests that a student misses while on suspension will be completed within the first week of school after the suspension ends.

Specific rules and procedures for suspension pending the outcome of an expulsion process and how and where students will have meaningful access to education pending the outcome of the expulsion process: Upon a recommendation of expulsion by the Assistant Principal, the student and the parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Assistant Principal upon either of the following: 1) the student's presence will be disruptive to the education process, or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Student suspension may be extended for up to 30 days during the period the student is waiting to be expelled. The student will receive meaningful access to education during the suspension, including, but not limited to, an opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with the designated teacher(s) or administrator(s) for any questions and for evaluation of work and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

Expulsion Procedures

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon a recommendation by the Executive Director. The Hearing Officer will be assigned by the ILA Board as needed and shall be certificated and neither a teacher of the student nor a Board member. The Hearing Officer may expel any student found to have committed an expellable offense. The decision to expel a pupil shall be based on the finding of one or both of the following: (i) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (ii) due to the nature of the act, the presence of the student causes continuing danger.

Students recommended for expulsion are entitled to a hearing within thirty days of an expulsion recommendation. The Hearing Officer will preside over expulsion hearings. Students and their parents will be provided written notice from the Executive Director at least ten calendar days prior to any expulsion hearing. Such notice of expulsion hearing can be delivered by certified mail or electronic mail and include the following:

1. The date, place and time of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Education Code Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Education Code Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony.

If the hearing is to be conducted in a public setting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or to commit a sexual battery as defined in subdivision (n) of Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying in a public setting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or to commit a sexual battery as defined in subdivision (n) of Education Code Section 48900, evidence of specific instances of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before the Hearing Officer makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Sworn declarations may be admitted as testimony if the Hearing Officer determines that disclosure of the declarant's identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the student, the hearing is held in a public setting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Additionally, all expulsion hearings will include the presentation of evidence, the hearing of all injured parties with reasonable accommodations being made for those that need language support, parents having the ability to bring their own advocates or legal counsel to participate in the proceedings, and the safeguards for due process being in place for the student being recommended for expulsion. The hearing shall be held in a closed setting unless a public hearing is requested by the parent/guardian.

The Hearing Officer shall make the final decision on a student's proposed expulsion following the expulsion hearing. A determination by the Hearing Officer to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense and shall be in the form of written findings of fact and based on the evidence presented at the hearing. If the Hearing Officer decides not to expel, the student shall immediately be returned to his/her educational program.

The Executive Director, following a decision of the Hearing Officer to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Hearing Officer's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- (a) Notice of the specific offense(s) committed by the student;



- (b) Notice of appeal rights/procedures; and
- (c) Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Invictus.
- (d) A copy of the student's rehabilitation plan
- (e) The reinstatement eligibility review date

The Executive Director shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

- (a) The student's name; and
- (b) The specific expellable offense committed by the student.

The records of the hearing will be maintained in physical and/or electronic form by Invictus and a transcript will be made available to students/parents and to the authorizer upon request.

Parents/Guardians may appeal the expulsion decision of the Hearing Officer by making a written request and submitting it to the Executive Director within fifteen (15) school days of the expulsion decision. The student will be considered suspended until an administrative panel meeting is convened within thirty (30) calendar days at which time the parent(s)/guardian(s) must attend to present their appeal. The administrative panel will be assigned by the Invictus Board as needed and will consist of three members, at least one neutral member who is certified but not a teacher of the student and two other neutral members who may be Charter School employees, Invictus Board members, or other neutral individuals. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. The parent/guardian will be provided notice of the meeting and must present the appeal verbally and/or submit written documentation supporting the appeal. Following the appeal meeting, the administrative panel will make a final decision based on the information presented at the appeal meeting by the parent(s)/guardian(s) and information from the original expulsion hearing. The Executive Director will send written notice to the student or parent/guardian of the administrative panel's decision within seven (7) calendar days of the appeal meeting. The administrative panel's decision to expel shall be final. In the event the administrative panel reverses the expulsion, the student shall be immediately reinstated and returned to his/her educational program. Parents/guardians of students who are expelled shall be responsible for seeking alternative programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Rehabilitation, Readmissions, and Reinstatement

Rehabilitation

ILA shall provide a rehabilitation plan upon expulsion which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission. The amount of time is determined by the Charter School's Executive Director, designee, or governing board and will be adhered to. Criteria for the rehabilitation plan will include other benchmarks, such as improved behavior, attendance, enrollment in another school, upholding school rules, acceptable attendance, completion of school work, community service hours, and academic performance.

Readmission and Reinstatement

An expulsion order remains in effect until the Executive Director orders the readmission and reinstatement of the student. At the end of the expulsion term, a parent/guardian may submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. A student may re-apply to Invictus Leadership Academy after the date specified in the rehabilitation



plan The decision to readmit and reinstate a student, or to admit a previously expelled student from another charter school or a school district, shall be in the sole discretion of the Executive Director following a meeting with the student and the parent/guardian. ILA shall readmit and reinstate the student unless the Executive Director finds that the student has not met the conditions of the rehabilitation plan or poses a danger to campus safety. The student shall be reinstated upon successfully completing their rehabilitation plan, and readmitted if space is available in the Charter School. If the Executive Director denies the readmission and reinstatement of an expelled student, the Charter School shall provide written notice to the expelled student and the student's parent/guardian describing the reasons for the denial and when the family may submit their application for another opportunity for readmission/reinstatement at ILA

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

Certificated Staff Members

Full-time certificated employees may elect to participate in a 403b retirement contribution plan. Social Security payments will be contributed for all qualifying certificated employees. The Invictus Board will retain the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees will be covered by the Federal Social Security program.

Classified Staff Members

Full-time classified employees may elect to participate in a 403b retirement contribution plan. Social Security payments will be contributed for all qualifying classified employees. The Invictus Board will retain the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees will be covered by the Federal Social Security program.

Other Staff Members

Full-time employees may elect to participate in a 403b retirement contribution plan. Social Security payments will be contributed for all qualifying full-time employees. The Invictus Board will retain the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees will be covered by the Federal Social Security program.

The Executive Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made, including the completion of a 403b plan.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

Invictus Leadership Academy is a school of choice. Students who choose not to Invictus may choose, instead, to attend other public schools in their district of residence or they may pursue inter-district transfer in accordance with the enrollment and transfer policies of the District.

Invictus Leadership Academy will notify the parent(s) or guardian(s) of each Invictus student by way of the enrollment materials of their public school attendance alternatives and that enrollment at Invictus provides no right to enrollment at other schools within LAUSD except as provided by existing LAUSD policy.

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

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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

Executive Director
Invictus Leadership Academy
9920 Compton Ave, Los Angeles, CA

- 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

Executive Director
9920 Compton Ave
Los Angeles, CA 90002

- 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.

In the event the school closes, ILA's Executive Director shall serve as the school's closure agent, subject to approval by the Invictus Board.

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).)

ADDENDUM

Assurances, Affirmations, and Declarations

Invictus Leadership Academy (also referred to herein as “Invictus,” “ILA,” 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.¹³²

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.

¹³²The 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.



TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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



NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.



Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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



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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not 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

Director/Principal
Invictus Leadership Academy
9920 Compton Ave, Los Angeles, CA

- 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

Director/Principal
Invictus Leadership Academy
9920 Compton Ave, Los Angeles, CA

- 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.



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).)