ICEF Vista Elementary Academy

ICEF

VISTA

ELEMENTARY

ACADEMY

ICEF PUBLIC SCHOOLS

Charter Renewal Petition
For the Term July 1, 2026 – June 30, 2031

Submitted August 21, 2025 to:

Los Angeles Unified School District
Board of Education

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS	3
ELEMENT 1 – THE EDUCATIONAL PROGRAM	5
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES &	90
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	90
ELEMENT 4 – GOVERNANCE	96
ELEMENT 5 – EMPLOYEE QUALIFICATIONS	111
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES	140
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	146
ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES	151
ELEMENT 9 – ANNUAL FINANCIAL AUDITS	156
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES	158
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS	185
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	187
ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES	188
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION	189
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	192
ADDITIONAL PROVISIONS	199

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

ICEF Vista Elementary Academy (also referred to herein as "ICEF Vista Elementary", "IVEA" or "Charter School) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

INTRODUCTION

Inner City Education Foundation Public Schools ("ICEF" Public Schools) operates seven charter schools, educating approximately 2,200 students in grades TK through 12. ICEF was one of the first charter school operators in Los Angeles and has become a leader in California for closing opportunity gaps and increasing achievement for underrepresented student groups, in particular African-American students.

The mission of ICEF Public Schools is to educate and empower courageous leaders to reach their full potential in college, career, and life. We achieve this by creating a community that honors each student's unique identity, fosters academic excellence, nurtures healthy minds, and inspires critical thinking. With an equity-centered approach to teaching and learning, ICEF is committed to ending the educational disparities that have long affected historically marginalized students. We believe that every child, regardless of background, deserves access to a high-quality education that not only provides the academic skills necessary for success but also uplifts and affirms their unique identity. By helping students recognize the greatness within themselves, we empower them to live lives of purpose, achievement, and impact.

ICEF started with a vision to create a college-bound network of public schools and has delivered on that promise through the hard work of students and staff, the involvement of parents, and the commitment of our supporters. Our community works together toward the common goal of preparing students for success in a diverse society. ICEF will continue to provide the very best for students and focus on providing a college and career-ready model that includes its unique "3 As" approach in ACADEMICS, ARTS and ATHLETICS. We inspire our students to become critical thinkers who question the status quo, challenge injustices, value different perspectives, develop leadership skills, and advocate for change. Our schools foster a sense of agency in our students, encouraging them to embrace their full potential and pursue their goals with confidence and

determination.

ICEF schools provide students with a high-quality education that is closing achievement gaps. In 2023, Stanford University's Center for Research on Education Outcomes ("CREDO") released a study looking at achievement of charter schools and charter management organizations from 2015 through 2019 (Raymond, M. E., Woodworth, J. L., & Lee, W. F. (2023) *Charter school performance: A 2023 analysis of student outcomes.* Center for Research on Education Outcomes (CREDO), Stanford University). In their report CREDO states, *"Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as 'gap-busting' charter schools"* (pg. 12). ICEF Public Schools is cited as a "gap-busting" charter management organization for both reading and math, demonstrating that ICEF students are making more academic progress compared to their peers at traditional district schools (pg. 128).

ICEF Vista Elementary Academy has been a pillar in the West Los Angeles community since its founding in 2008. Established in partnership with parents from existing ICEF schools, IVEA has been serving students and families for over 15 years, offering an educational option that equips students for success in high school, college, career, and life. IVEA proudly celebrates and reflects the unique character of the students it serves and its community. We take great pride in the achievements of our school, fostering a learning environment where students feel seen, valued, and empowered. This supportive atmosphere is central to our mission of dismantling educational inequities and ensuring that all learners have the opportunities they need to thrive.

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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

Name of the Charter School	ICEF Vista Elementary Academy
The contact person for Charter School is:	Shuron Owens, Chief of Schools
The contact address for Charter School is:	School Site: 5456 McConnell Ave Los Angeles, CA 90066 ICEF Home Office: 3855 W. Slauson Avenue Los Angeles, CA 90056
The contact phone number for Charter School is:	(323) 298-6405
The current address of the Charter School is:	5456 McConnell Ave Los Angeles, CA 90066
This location is in LAUSD Board District:	4
This location is in LAUSD Region:	West
The grade configuration of Charter School is:	TK-5
The number of students in the first year will be:	370
The grade level(s) are:	TK-5
The enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	370
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule (e.g., daily hours) for the Charter School will be:	8:00am–3:10pm - Mon, Tues, Thurs, and Fri 8:00am–12:40pm - Wed
The term of this Charter for Middle and High performing schools:	July 1, 2026 to June 30, 2031

SELF-REFLECTION FOR CHARTER SCHOOL

ICEF Vista Elementary Academy (IVEA) has been a high-quality school option in the West Los Angeles community since it opened its doors in 2008. IVEA has served students for over 15 years, offering families a school option that emphasizes preparedness for middle and high school, college, career and life. According to the California Department of Education's DataQuest website, IVEA enrolled 270 students in the 2024-25 school year: 98.5% Socioeconomically Disadvantaged (SED), 93.7% Hispanic, 5.2% African American, 25.9% English Learners, 15.9%

Students with Disabilities, 7.8% Homeless Youth. IVEA embraces the uniqueness of the population it serves, which has extraordinarily high needs in comparison to other schools throughout the district and state, and is proud of the success the Charter School has achieved for its students.

IVEA is located in the Del Rey neighborhood of West Los Angeles. The demographics of the neighborhood have shifted since IVEA's inception, as West Los Angeles has become progressively higher-income and the home to "Silicon Beach," a hub of tech companies and start ups in Los Angeles. However IVEA's student population continues to be very high need, with a nearly 100% SED rate and higher- than-average rates of students who are English learners, have disabilities, and are experiencing homelessness, compared to both surrounding schools and the LAUSD district average. IVEA scholars experience challenges in their daily lives that many living in the same city cannot imagine: violence and other crimes near or even in their homes, family unemployment, poverty, and food instability. Other challenges in their surrounding communities include gang activity, teen pregnancy, and substance abuse. Despite the challenges that residents experience, the neighborhoods surrounding ICEF Vista Elementary takes great pride in their community — they frequent local businesses and there are many local events, art exhibits, and other activities that celebrate their culture. The school model is designed to foster an academic environment that is connected to these deep cultural roots in the area.

IVEA seeks to educate and empower courageous leaders to discover and pursue their full potential for college, career, and life by providing a school community that honors each student's unique identity, fosters academic excellence, nurtures healthy minds, and builds critical thinkers. This mission is designed specifically for the historically underserved student groups that IVEA serves, so that these students can thrive in an environment that celebrates their assets.

The specific ***ICEF Elements*** of the IVEA program that are designed for this impact include:

- **Creating Safe and Supportive Learning Communities** – IVEA fosters caring, safe and supporting learning environments through the promotion of social emotional learning and ICEF Public Schools' *ICEF Embrace the Mind* mental health awareness curriculum. The program intentionally and explicitly incorporates practices that set the tone for a culture of learning, positive interactions between students and adults as well as their peers, and that help students better understand themselves. This approach not only enhances academic performance but also helps close achievement gaps by prioritizing mental well-being, ensuring that mental health challenges do not become barriers to educational success.

- **Rigorous Standards-Aligned Instruction** – At IVEA, ensuring rigorous, standards-aligned instruction is a cornerstone of educational equity, particularly for our diverse student body. This means all students engage in high-quality, challenging curriculum that is not only aligned to grade-level standards but is also culturally relevant, reflecting their experiences and identities. By incorporating diverse perspectives and materials that resonate with students' cultural backgrounds, we make learning more engaging and meaningful. Rigorous, culturally relevant learning experiences push all students to develop critical thinking, problem-solving, and academic skills, while also validating their identities. This approach fosters an inclusive environment where students of color feel seen and valued, helping to dismantle inequities in education. By holding high expectations for all students and grounding instruction in culturally relevant content, we ensure that our students are empowered to meet academic challenges, excel, and achieve their full potential.

- **High Expectations for All Students** – Student achievement is strongly impacted by what the teacher and their school community expects of them. In Carol Dweck's book *Growth Mindset: How You Can Achieve Your Potential,* she states that "students' academic achievement and progress is influenced by their teachers' mindset about their intellectual ability". What she found was that when teachers believe that ability is fixed, students show a lack of growth and often end the year at the same level as when they began. When these implicit biases are left unacknowledged or unchallenged, they can affect the expectations teachers hold for students, influence instruction by reducing rigor and cause teachers to unintentionally lower expectations. IVEA teachers receive professional development focused on acknowledging implicit biases and challenging beliefs about a student's abilities that might be impacted by their language, disability, race, culture, gender or socioeconomic level.

- **A Focus on Mental Health and Wellness** – IVEA and ICEF Public Schools believe there is a strong correlation between the impact a student's mental health has on their level of learning and achievement. Students learn and work best when they are balanced, peaceful, and emotionally healthy. Through the Charter School's comprehensive, school-based mental health program, **Embrace the Mind**, IVEA supplies its students with tools needed to handle difficult life circumstances, understand themselves and how they navigate the world, in an effort to be in their best physical, mental and emotional state everyday.

- **Families as Partners** – IVEA's Community Schools Model guides the Charter School's work with families to ensure an integrated approach to improving student outcomes with a focus on academic, health and social services. This model supports families with being at the forefront of their child's education by maintaining engagement within the school community, regular communication about their student's progress, and providing resources to help students and families overcome barriers impacting their lives.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS PERFORMANCE OF THE CHARTER TERM

During the last charter term, ICEF Vista Elementary Academy has built a strong and stable leadership team, fostered a positive school culture, and made significant academic gains. The school has improved instructional practices and student support systems, resulting in schoolwide growth in academic achievement. In recent years, Vista has outperformed the state on the Smarter Balanced Assessment Consortium (SBAC) ELA and Math, and in several areas outperforms the Resident School Median as well, comprised of nearby schools Braddock Drive Elementary, Grand View Elementary, and Stoner Elementary. These gains are particularly notable given that the Resident School Median schools (RSMs), which includes nearby district schools that 10 or more IVEA students would have otherwise attended based on their home address, serve a significantly less impacted student population, with a lower percentage of students identified as Socioeconomically Disadvantaged as evidenced by the California Dashboard.

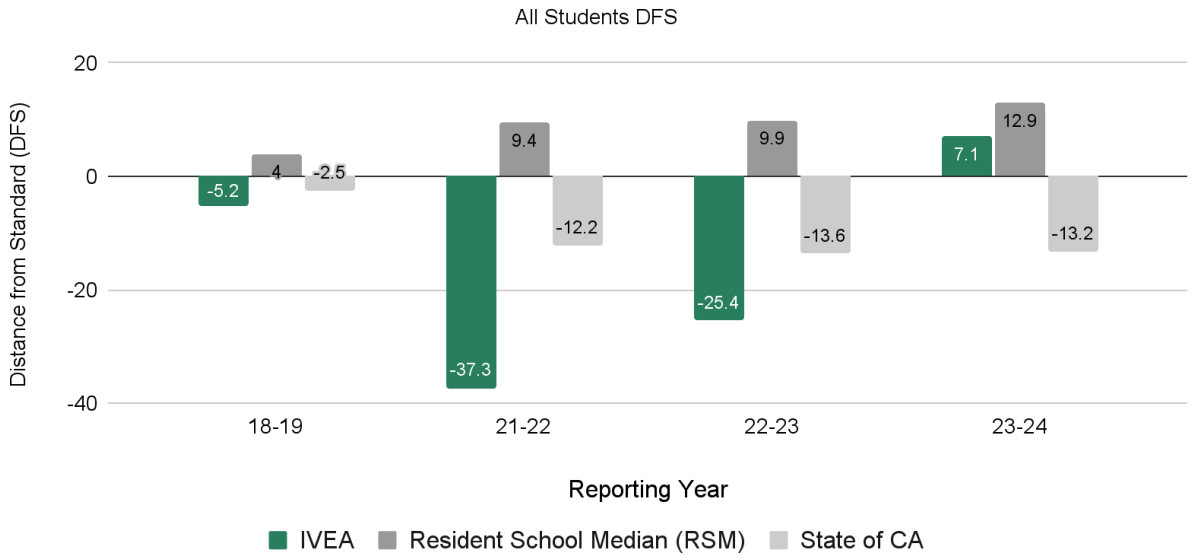
English Language Arts

IVEA has steadily improved student achievement throughout the charter term. Although we saw a pandemic-related dip in English Language Arts performance, we have since demonstrated consistent year-over-year growth. The most recent publicly released data (from 2024) shows a

Distance from Standard (DFS) of +7.1, outperforming the state average of -13.2. IVEA has nearly closed the schoolwide DFS achievement gap with the Resident School Median and has exceeded the performance of both the state and Resident School Median for all statistically significant subgroups, including Hispanic or Latino students, Socioeconomically Disadvantaged students, and English Learner students.

Over the charter term, IVEA students not only overcame pandemic-related learning loss, but achieved a significant milestone: As of 2024, IVEA students are, on average, meeting or exceeding SBAC standards and outperforming the state in ELA. IVEA effectively meets the needs of students in the community and remains a strong choice for families.

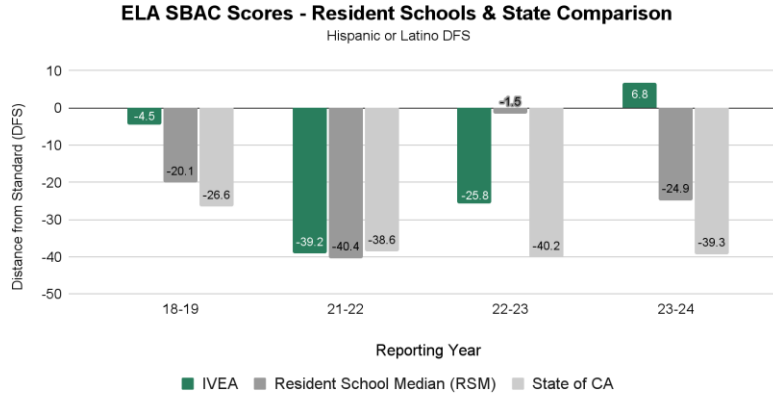
ELA SBAC Scores - Resident Schools & State Comparison



Note: The Resident School Median includes comparison schools Braddock Drive Elementary, Grand View Elementary, and Stoner Elementary.

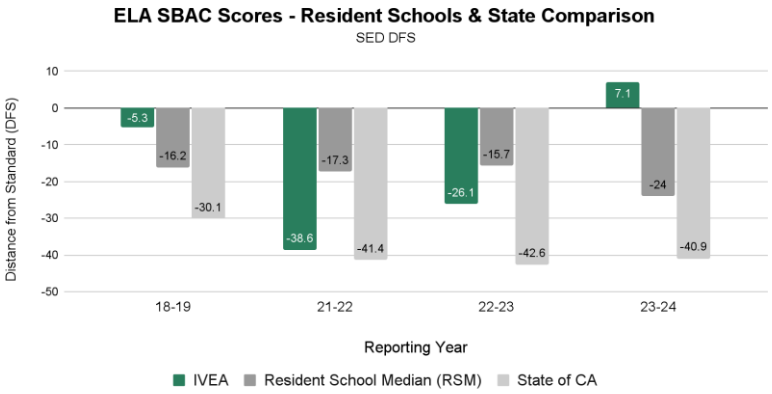
Source: CA Dashboard

Major Subgroups - Resident Schools & State ELA Comparison



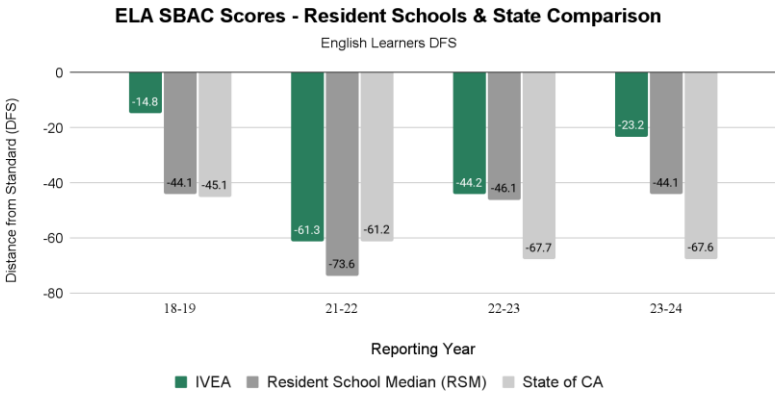
Hispanic or Latino students rebounded from a post-pandemic ELA DFS low of -39.2 to +6.8 in 2023–24, **surpassing their pre-pandemic performance** and **outperforming** both the Resident School Median and the state by more than 30 points.

Source: CA Dashboard



Socioeconomically Disadvantaged students increased their ELA DFS from a post-pandemic low of -38.6 to +7.1 in 2023–24, **exceeding their pre-pandemic performance** and **outperforming** both the Resident School Median and the state by over 30 points.

Source: CA Dashboard



English Learners demonstrated a similar ELA DFS recovery, improving from -61.3 to -23.2, placing them more than **20 points ahead of resident peers** and over **40 points ahead of their statewide peers.**

Source: CA Dashboard

Overcoming Pandemic Learning Loss - ELA SBAC Performance

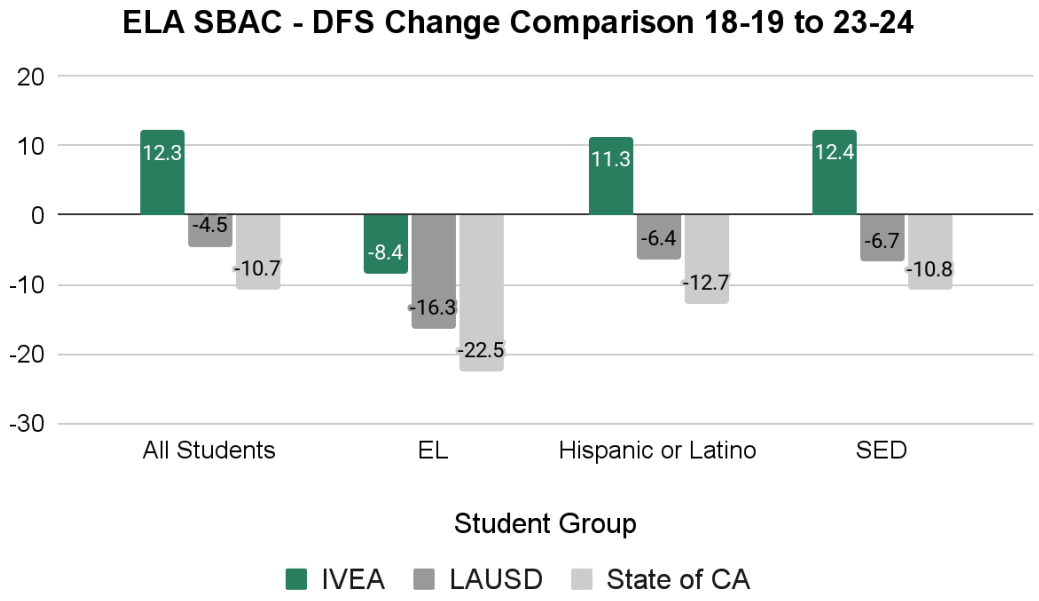
The COVID-19 pandemic and the shift to remote learning disrupted education for students nationwide. The abrupt transition to remote and hybrid learning between 2020 to 2022 significantly impacted students' social, emotional, and mental well-being, as well as their academic achievement. Studies indicate that these negative effects were most pronounced among students of color and low-income students, who experienced the sharpest declines in academic performance.

These demographics represent 100% of the IVEA student population. Throughout the pandemic, despite school closures and the challenges of remote and hybrid learning, IVEA remained committed to ensuring continuity of learning for all students. The school successfully adapted to remote instruction with the primary goal of minimizing learning loss across the board. However, many of our students and their families are still recovering from the hardships brought on by the pandemic, particularly since the IVEA community reflects the populations most severely affected.

In response to these challenges, IVEA implemented both academic and social-emotional interventions, which have led to improved student achievement despite the difficulties encountered during the last charter term.

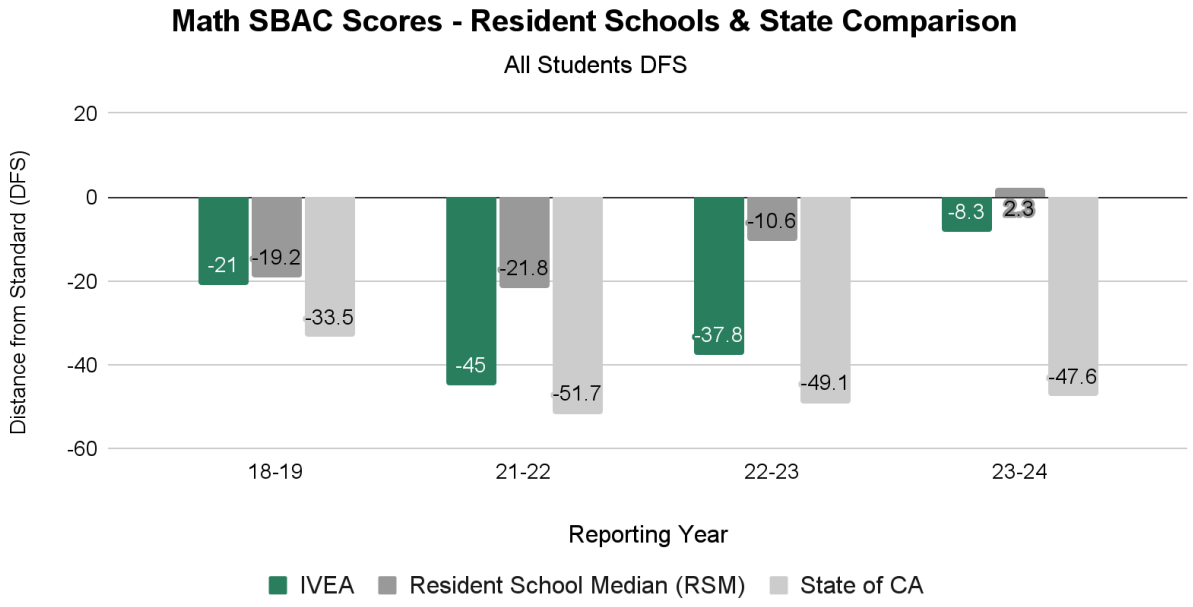
The chart below compares the change in Distance from Standard (DFS) between Spring 2019 and Spring 2024 for All Students at IVEA, LAUSD, and the State of California. While both the

district and state have yet to fully rebound from pandemic-era learning loss, IVEA students have not only recovered but surpassed their pre-pandemic DFS levels overall and across two of the three statistically significant subgroups.



Mathematics

IVEA has demonstrated strong growth in Mathematics throughout the latter half of the charter term. Following a pandemic-related dip, the school's Math performance has improved steadily each year, with the Distance from Standard (DFS) increasing from -45.0 in 2021–22 to -8.3 in 2023–24. This progress reflects a substantial recovery, with IVEA now outperforming the state average and significantly narrowing the achievement gap with the Resident School Median. Additionally, when looking at high-need student subgroups — including Hispanic or Latino students, Socioeconomically Disadvantaged students, and English Learners — IVEA students outperformed both the state *and* the Resident School Median in Mathematics.

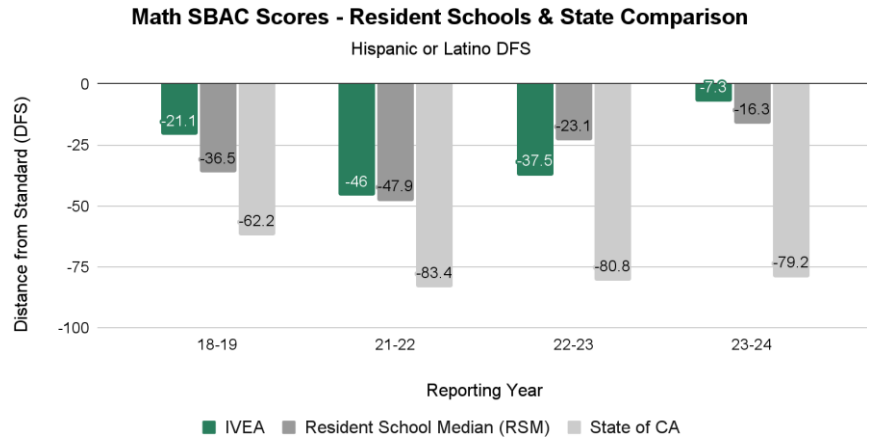


Note: The Resident School Median includes comparison schools Braddock Drive Elementary, Grand View Elementary, and Stoner Elementary.

Source: CA Dashboard

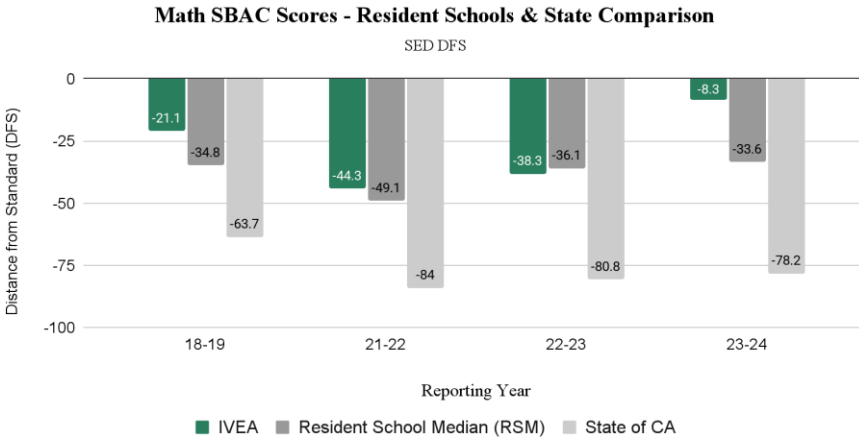
During and after the pandemic, IVEA prioritized the implementation of high-quality Tier 1 Math instruction alongside a robust and responsive intervention program to drive improved outcomes. As a result of these focused efforts, IVEA achieved a 30-point distance from standard gain on the SBAC Mathematics assessment between Spring 2023 and Spring 2024.

Major Subgroups - Resident Schools & State Math Comparison



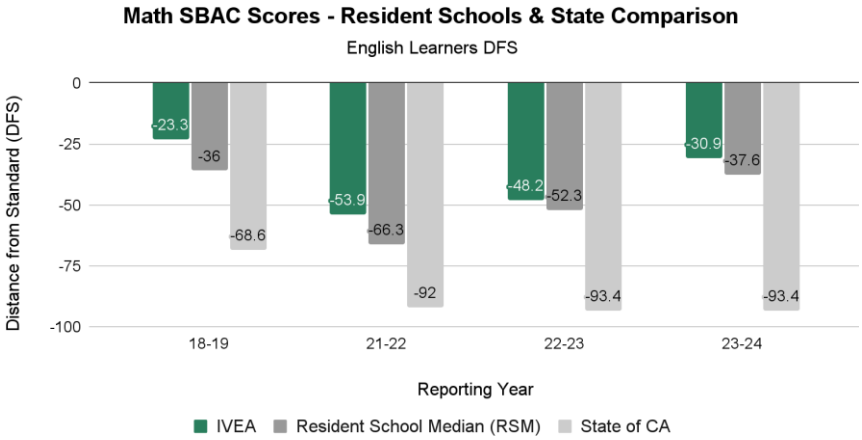
Hispanic or Latino students rebounded from a post-pandemic Math DFS low of -46.0 to -7.3 in 2023–24, surpassing their pre-pandemic performance and **outperforming both** the Resident School Median and the state.

Source: CA Dashboard



Socioeconomically Disadvantaged students increased their Math DFS from a post-pandemic low of -44.3 to -8.3 in 2023–24, exceeding their pre-pandemic performance and **outperforming both** the Resident School Median and the state.

Source: CA Dashboard

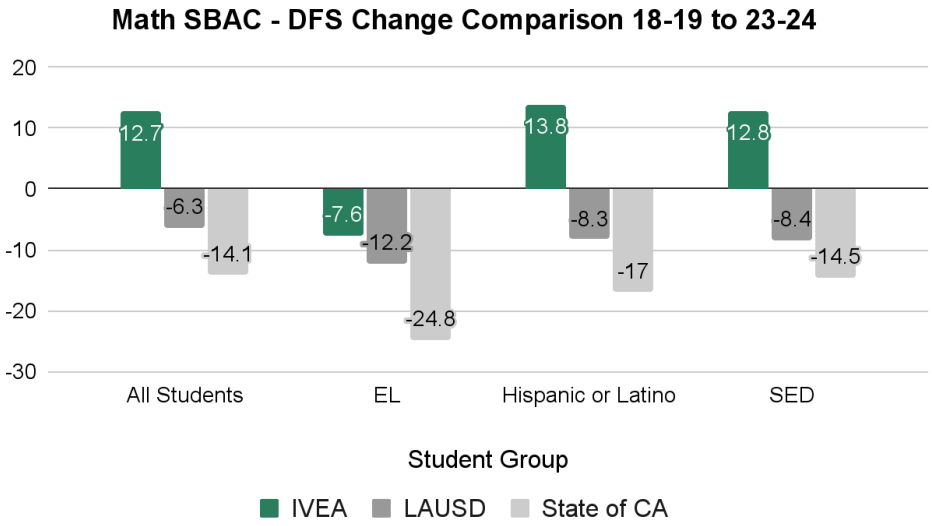


English Learners demonstrated a similar Math DFS recovery, improving from -53.9 to -30.9, placing them more than 6 points **ahead of the Resident School Median** and over 60 points **ahead of their statewide counterparts.**

Source: CA Dashboard

Overcoming Pandemic Learning Loss - Math SBAC Performance

The COVID-19 pandemic had a profound impact on IVEA students and the community we serve. Across the nation, students of color and low income students were especially affected, experiencing severe learning loss due to school closures, inadequate social-emotional support, and limited opportunities for meaningful engagement in learning. Despite these challenges, IVEA students were able to demonstrate a stronger recovery of pre-pandemic Math performance than their peers at state and local levels as evidenced by distance from standard performance between Spring 2019 and Spring 2024 on the Smarter Balance Assessment Consortium (SBAC) assessment.



VERIFIED DATA PERFORMANCE

i-Ready Reading & Math

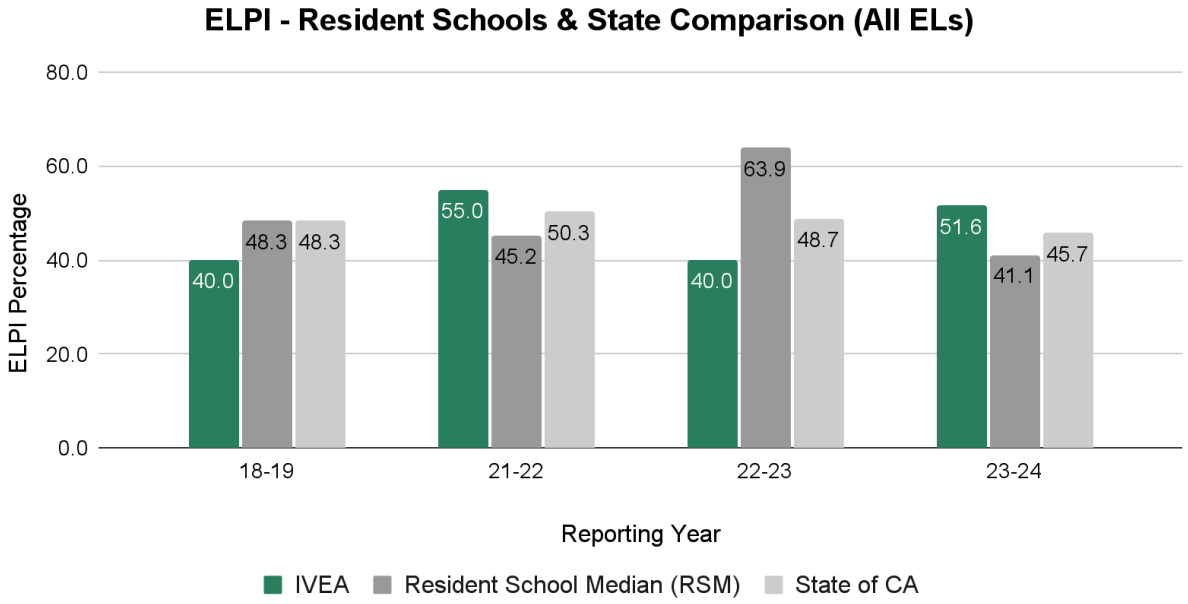
ICEF Vista Elementary Academy transitioned to iReady Math as the verified data assessment in the 2022-23 school year, and iReady Reading in 2023-24. The chart below outlines the median typical progress to growth goal for all years that iReady data is available. iReady has determined that a result of 80% represents one year of progress in Math and 75% in Reading for Elementary grades. Overall, IVEA students are achieving well above this benchmark, indicating that they are making more than one year of progress in a single year and are on track to meet grade-level standards.

	iReady: English Language Arts Median Typical Progress (75% = 1 year)		iReady: Math Median Typical Progress (80% = 1 year)		
STUDENT GROUP	**2023-2024**	**2024-2025**	**2022-23**	**2023-2024**	**2024-2025**
All Students	161%	154%	117%	128%	126%
K	155%	139%	118%	158%	128%
1st	124%	135%	109%	108%	117%
2nd	152%	156%	104%	114%	128%
3rd	168%	173%	145%	127%	131%
4th	243%	235%	139%	148%	161%
5th	125%	117%	122%	111%	111%
Black or African American	79%	135%	*Not applicable*	173%	135%

EL	163%	105%	*Not reported*	126%	115%
Hispanic or Latino	161%	156%	119%	127%	126%
SED	161%	154%	*Not reported*	128%	126%
SWD	211%	147%	*Not reported*	128%	128%

English Learner Progress Indicator

25.9% of IVEA students are English Learners, which is significantly higher compared to the district-wide rate of 18.6% within LAUSD. As such, we have a number of intensive supports and programs to support our English learners (described in more detail in the section "MEETING THE NEEDS OF ALL STUDENTS"). As a result of our efforts, we have seen significant progress among our English learners, particularly in the most recent school year, where we outperformed the resident schools median and the state.



POSITIVE AND SUPPORTIVE SCHOOL CLIMATE

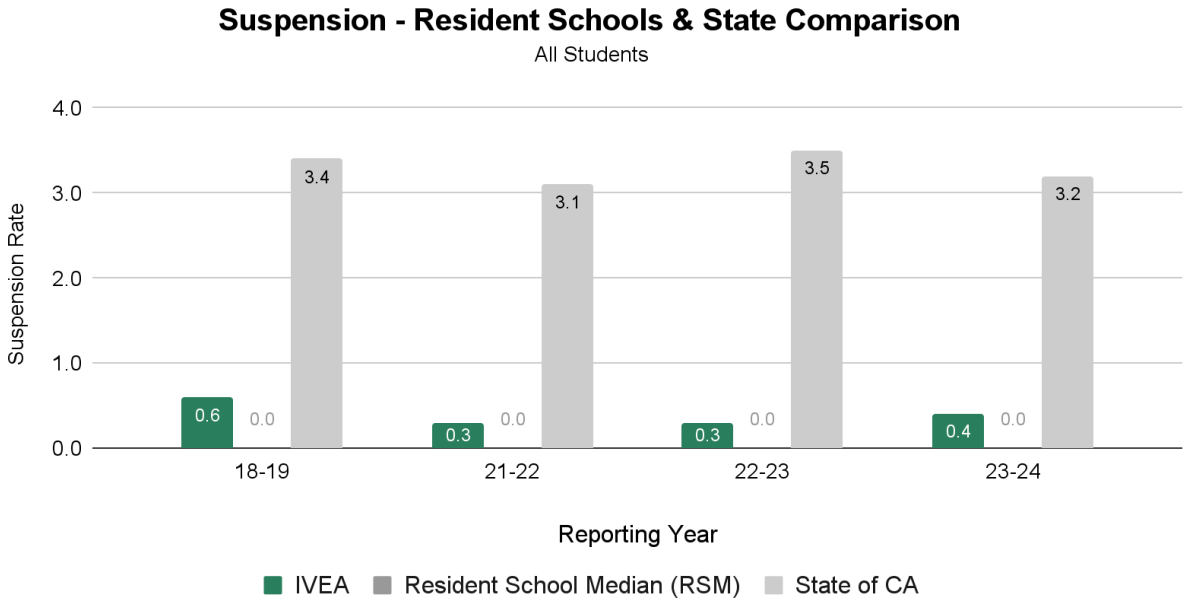
Foundational to the instructional program at IVEA is the assurance that ICEF Vista Elementary is creating a positive and supportive school climate for all students. Schools provide a central context for students to develop academically, physically, emotionally, and socially. Research conducted by the National Institute of Health in 2019 states that *"positive school climate and high student satisfaction with school reduces school absenteeism, suspension rates, and results in improved student academic performance"* (J Sch Health. Sep 2020). IVEA fosters a positive climate that provides structure for students' learning while ensuring that all students feel welcome, supported, empowered, and safe (both physically and psychologically).

A supportive school climate is essential for closing the achievement gap. When students feel supported and understood, they are more likely to excel academically. Our commitment to fostering a positive climate is directly tied to our mission of educational equity — ensuring that every student has access to the resources and support needed to succeed. At IVEA, we are

dedicated to creating these conditions within our learning community, which has resulted in low suspension rates throughout the charter term (<1%) and high levels of student engagement.

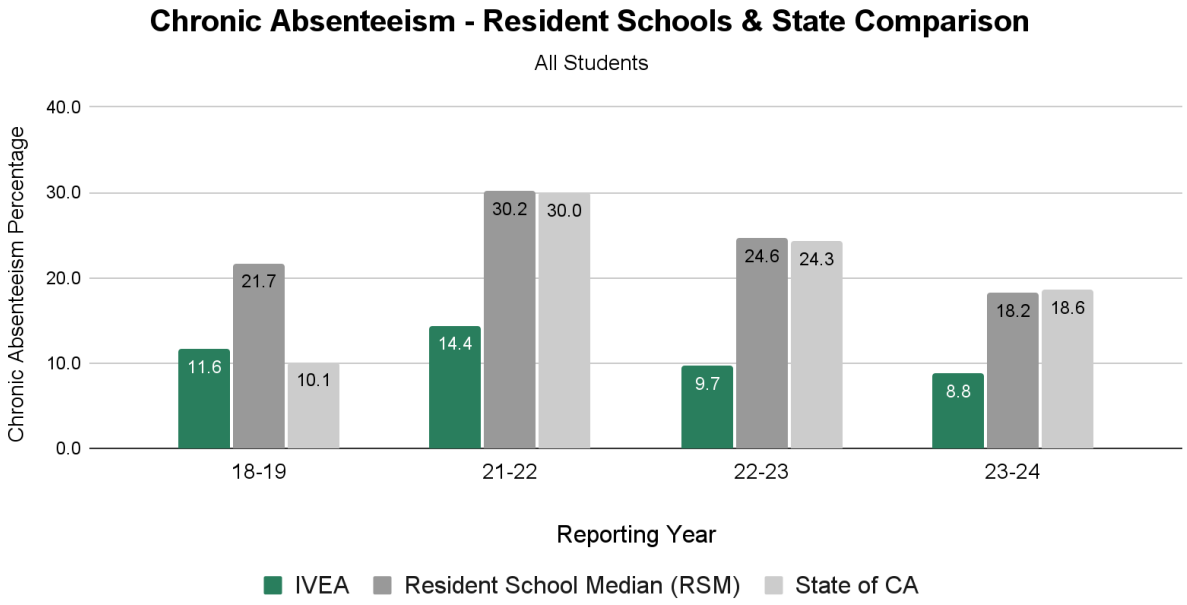
SUSPENSION RATES

Suspension rates at ICEF Vista Elementary Academy have remained well below the state average throughout the charter term, both for all students and across all statistically significant subgroups. IVEA utilizes a Positive Behavior Intervention and Support ("PBIS") framework that helps to establish a positive student culture, individualized behavior supports, and data monitoring systems (described in more detail in Element 10). All components are necessary to create a safe and effective learning environment for IVEA students. The data below demonstrates the low suspension rates over the course of the charter term, with the most current California Dashboard status of Very Low and Blue performance level in 2024, and a rate of 0.4%. By comparison, the state of California's suspension rate was 3.2% in 2024.



CHRONIC ABSENTEEISM RATES

ICEF Vista Elementary Academy has consistently maintained a lower rate of students who are chronically absent than both the state and LAUSD Resident Schools. While most schools across California experienced significant increases in chronic absenteeism following the pandemic, IVEA's rates remained comparatively low and have steadily declined to levels below pre-pandemic figures. This positive trend is evident across all statistically significant subgroups.



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

Pandemic Learning Loss

As stated above, ICEF's mission is to ensure conditions for learning that support academic excellence and prepare students with the skills for success in college, career and life. Over the past charter term, IVEA has demonstrated strong student achievement, with IVEA students outperforming their peers and the state average in numerous areas. It is a tremendous achievement to provide our students with a high-quality neighborhood school, in particular because 98.5% of IVEA's students are part of the Socioeconomically Disadvantaged student group (compared to a Resident School Median of 65.5%) and disproportionately experience factors such as poverty, crime, and systemic inequity. In recent years, they have been disproportionately affected by learning loss from the COVID-19 pandemic as well. As described above, in the sections on "*Smarter Balanced Assessment Consortium Performance - Pandemic Learning Loss,*" our students and our school have experienced tremendous difficulties resulting from the pandemic.

IVEA has worked hard to overcome these challenges, and continues to outperform the state in both Distance from Standard for both ELA and Math. IVEA has also increased its achievement over the last several years, growing 12.3 points since 2019, whereas the state average has declined 10.7 points over the same time period. However, combatting learning loss remains an area of challenge that we must continue to address in the years to come.

IVEA's implementation of data informed instruction allows for academic progress to be closely monitored during the school year. We conduct weekly data meetings between teachers and administrators and host multiple Data Days throughout the school year to ensure our staff are making evidence-based decisions and are tailoring supports to areas that need it most. This also provides time and space to make instructional adjustments to ensure student achievement is maximized by the end of the year. The education program described in this petition has produced

strong academic gains and we are confident that these positive trends will continue during the next charter term.

Academic Achievement of Students with Disabilities

At ICEF Vista Elementary Academy, our commitment to academic excellence extends to all students, including the 15.9% of our population identified as Students with Disabilities. Over the course of the current charter term, this subgroup has consistently outperformed the state in English Language Arts in three of the past four years, with an average DFS more than 14 points higher than the statewide average. In Mathematics, Students with Disabilities have outperformed the state in all four years, averaging 48 DFS points higher than their statewide peers. These results reflect the school's strategic investments in support staff, intervention programs, a dedicated special day classroom for students with more significant needs, and robust professional development for both special education and general education staff.

Despite these efforts, we recognize there is important work ahead. The most recent publicly available data from Spring 2024 highlights a clear need to strengthen our support systems for students with disabilities. On the English Language Arts SBAC, this group earned a DFS of -109.7, a nearly 40-point decline from the previous year. In Mathematics, the DFS dropped to -98.6, a decrease of nearly 31 points. These results underscore the complex and evolving needs of our students with disabilities, and also reaffirm our commitment to expanding targeted interventions and refining instructional strategies to support meaningful academic growth for every learner.

To address these challenges, we have already begun implementing several key initiatives:

1. **Enhanced Individualized Instruction:** We are refining our approach to individualized education plans (IEPs) to increase collaboration between general and special education teachers in IEP goal development. This will ensure that instruction is closely tailored to the specific learning needs of each student.

2. **Professional Development:** We have expanded our professional development programs to equip our educators with advanced strategies for differentiated instruction and inclusive teaching practices. This training is designed to improve teachers' ability to engage and support students with disabilities in mastering grade-level content.

3. **Data-Informed Instruction:** We are intensifying our use of data to monitor student progress more closely through the implementation of Weekly Data Meetings. Special Education teachers will engage in these meetings alongside general education teachers and school administrators to ensure the performance of students with disabilities is prioritized. By regularly analyzing assessment data, we can identify areas of weakness and adjust instruction in real time to address those gaps.

4. **Parental and Community Engagement:** Recognizing the critical role of families in student success, we are enhancing our outreach and support for parents of students with disabilities. This includes workshops on how to support learning at home and increased communication regarding student progress and needs.

5. **Specialized Support Services:** We provide access to support services such as speech therapy, occupational therapy, and counseling, to address the diverse needs of our students with disabilities.

Our goal is to reverse the downward trend in the achievement of students with disabilities and to set students on a path toward steady academic improvement. We are committed to ensuring that every student, regardless of their challenges, has the opportunity to succeed and that our school is a place where all learners can thrive. With these targeted efforts and a laser focus on the needs of our students with disabilities, we are confident that we will see improved outcomes in the coming years. Our petition for charter renewal is rooted in this commitment to ensuring equity and excellence for all students.

STUDENT POPULATION TO BE SERVED: TARGET STUDENT POPULATION

IVEA serves elementary grades TK-5. Per the California Department of Education's DataQuest website, in the 2024-25 school year IVEA served 270 students, 98.5% socioeconomically disadvantaged, 25.9% were English Learners and 15.9% were students with disabilities. In terms of ethnicity, 93.7% were Latino and 5.2% were African American. IVEA seeks to expand opportunities for students of color within the surrounding West Los Angeles community by providing a comprehensive education that is student focused, maintains high academic standards, and honors the students' individual identities.

GOALS AND PHILOSOPHY

MISSION AND VISION

The mission of ICEF Public Schools and IVEA is to educate and empower courageous leaders to discover their fullest potential for college, career, and life by providing a community that honors each student's unique identity, fosters academic excellence, nurtures healthy minds, and inspires critical thinkers. ICEF Public Schools was founded in 1999 with a vision to create a student-centered network of public schools dedicated to transforming South Los Angeles into a stable, economically vibrant community.

In order to achieve this vision, ICEF believes in providing high quality educational opportunities dedicated to developing the "whole child" through its focus on Academics, Arts and Athletics. ICEF Public Schools is committed to growing leaders who will serve as agents of change within their communities and society as a whole. ICEF's goal is to serve a high minority, low income population with a comprehensive academic and social emotional program that allows the Charter School's students to understand themselves and realize their full potential. ICEF believes that providing a well-rounded, high-quality education to historically underserved populations is a vital remedy to closing the decades-long opportunity gap and societal inequities that have pervasively existed in the nation. ICEF's goal is to ensure every student has access to high quality educational opportunities that are rigorous, reflective of their values and culture, and that support them with developing a strong sense of identity.

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

- **Respect:** We treat ourselves and our community with care, empathy, and honesty.
- **Empathy**: We strive to understand and care about the feelings and perspectives of others.
- **Community**: We honor uniqueness and strengthen our community by living our shared values.

- **Integrity**: We do the right thing, even when no one is watching.
- **Perseverance**: We challenge ourselves to grow and overcome obstacles.
- **Excellence**: We strive for greatness in all we do – academically, socially, and personally.

AN "EDUCATED PERSON" IN THE 21ST CENTURY

IVEA recognizes that the 21st Century mandates schools prepare students for a diverse, aware, tech-based and complex world. An educated person in the 21st Century must be highly proficient in problem-solving, critical inquiry, analytical thinking, writing, interpersonal relations and the use of technology. Researchers and writers have addressed the notion that many of the vocationally oriented skills and practical knowledge learned by students today will be obsolete by the time these students enter the workforce (Kalantzis and Cope, 2005; Smith, 2012). Thus students today must become dedicated to lifelong learning, understand how to be a self-directed learner and embrace the reality of an ever-changing world.

The Charter School believes that while learners in the 21st Century need deep core subject knowledge, as well as proficiency in reading, writing, and mathematics, it also is crucial that IVEA provides students with a range of "soft skills," that will lead students to success in college and career. These include:

- The ability to work independently and as part of a team — educated persons are self-motivated, self-directed, and self-reliant individuals who can pursue an area of inquiry on their own. They also have the social, collaboration, and communication skills necessary to work with others as part of a team.
- The ability to be creative when working to solve complex problems by breaking down a problem to understand it, generating ideas to solve the problem, and evaluating ideas to find the most effective solutions.
- Effectively applying technology to navigate media to access and evaluate information.
- Developing a high level of Emotional Intelligence (also known as emotional quotient or EQ). This is the ability to understand, use and manage one's own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

HOW LEARNING BEST OCCURS

In order to achieve an impact and foster learning environments that honor each student's unique identity, foster academic excellence, nurture healthy minds, and inspire critical thinkers, the IVEA instructional program emphasizes ***Five ICEF Elements*** as the guiding principles of the Charter School's academic and social emotional program:

- **Creating Safe and Supportive Learning Communities** - IVEA fosters caring, safe and supporting learning environments through the promotion of social emotional learning and ICEF Public Schools' *ICEF Embrace the Mind* mental health awareness curriculum. The program intentionally and explicitly incorporates practices that set the tone for a culture of learning, positive interactions between students and adults, as well as their peers, and that help students better understand themselves. The structure ensures that students are welcomed into the learning community with intentional, inclusive strategies each day, including warmly greeting each student by their preferred name, teachers greeting students at the door each period of the day, mindfulness activities that set a positive tone

for learning, weekly community circles that foster equity of voice and reflection, interactive learning strategies during instruction that support peer to peer collaboration and healthy interactions, and closure activities that support reflection and forward-thinking. IVEA believes that a safe and supportive learning community must be the foundation of an academic program that seeks to ensure high levels of learning for all.

- **Rigorous Standards-Aligned Instruction** - Ensuring rigorous, standards-aligned instruction is a cornerstone of educational equity at IVEA. It is crucial to ensure that all students have daily access to high-quality, challenging curriculum that is relevant, engaging and meets grade level standards. Rigorous learning experiences push all students to develop critical thinking, problem-solving, and academic skills, ensuring that our students are not left behind, but are instead empowered to reach their full potential. This commitment to high expectations and academic excellence for all students helps dismantle inequities and fosters a more just and inclusive educational environment, ensuring our students are equipped to meet academic challenges and achieve their full potential.

- **High Expectations for All Students** - Student achievement is strongly impacted by what the teacher and their school community expects of them. In Carol Dweck's book *Growth Mindset: How You Can Achieve Your Potential,* the author states that "students' academic achievement and progress is influenced by their teachers' mindset about their (the students') intellectual ability." The author found that when teachers believe ability is fixed, students show a lack of growth and often end the year at the same level academically as when they began. When these implicit biases are left unacknowledged or unchallenged, they can affect the expectations teachers hold for students, influence instruction by reducing rigor and cause teachers to unintentionally lower expectations.

  In the work to ensure high expectations for every student, IVEA looks to Zaretta Hammonds' work, "Culturally Responsive Teaching and the Brain", in which the author calls the ideal educator a "warm demander" — "one who focuses on building strong relationships with students, then draws on that wellspring of trust to hold students to high standards of deep engagement with course content." Warm Demanders…

  - Listen to students in order to build trust
  - Encourage productive struggle
  - Encourage mistakes
  - Redirect students to resources
  - Create opportunities for reflection
  - Call on non-volunteers
  - Set and hold clear expectations

  IVEA teachers receive professional development focused on acknowledging implicit biases and challenging beliefs about a student's abilities that might be impacted by their language, disability, race, culture, gender, socioeconomic level, etc. Additionally, as teachers work to create classroom management plans, plan for daily instruction and receive feedback from regular observations, the characteristics of warm demanders are front and center as a means of ensuring high, clear expectations are in place for every student, every day.

- **A Focus on Mental Health and Wellness** - IVEA and ICEF Public Schools believe there is a strong correlation between the impact a student's mental health has on their level of

learning and achievement. Students learn and work best when they are balanced, peaceful, and emotionally healthy. Through the Charter School's comprehensive, school-based mental health program, **Embrace the Mind**, IVEA supplies students with tools needed to handle difficult life circumstances, understand themselves and how they navigate the world, all in an effort for students to be in their best physical, mental and emotional state everyday. ICEF Embrace the Mind is a school-based mental health initiative designed for predominantly African-American and Hispanic/Latino communities. The Charter School's initiative in mental health and wellness allows teachers to incorporate trauma-informed practices and lessons into the classroom to meet the social emotional needs of IVEA students. The purpose of this program is threefold: to offer education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness.

- In addition to the ICEF Embrace the Mind curriculum and social emotional learning lessons, IVEA offers robust counseling services, both individual and small group, to students, as well as mentorship and leadership opportunities. These supports provide students with tools for coping with stressors and aid students in developing a strong identity and sense of self.

- **Families as Partners** - IVEA supports families with being at the forefront of their child's education by creating opportunities for engagement within the school community, communicating regularly about their student's progress, and providing resources to help students and families overcome barriers impacting their lives. Research completed by the University of Chicago Consortium on School Research, found that "When schools use effective family engagement practices, students are ten times more likely to improve their math performance and four times more likely to improve their reading performance." (Byrk, Sebring, Allensworth, Luppescu,& Easton, 2012). Through strong partnership and collaboration, IVEA seeks to empower families and ensure strong academic outcomes for the historically underserved population IVEA serves.

- **Community Schools "whole-child" approach -** IVEA uses a "whole-child" approach, with "an integrated focus on academics, health and social services, youth and community development, and community engagement," (California Community Schools Framework, 2022). The Community Schools Model guides IVEA' work with families, students, staff and community partners to ensure an integrated approach to improving student outcomes with a focus on academic, health and social services. IVEA implements the four pillars of the California Community Schools Model:

    - **Integrated student supports,** which ensures student success by supporting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health and social services." Effectively supporting students also requires that students be well known so that they can be well served.

    - **Family and community engagement,** which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including "home visits, home-school collaboration, [and] culturally responsive community partnerships." Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic

family engagement.

- **Collaborative leadership and practices for educators and administrators** that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice."

- **Extended learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities that extend beyond the traditional school day to support student growth and engagement. These programs include before-and after-school tutoring, weekend activities, summer learning, and enrichment activities such as sports, arts, college/career exploration and STEM programs. By offering extended learning opportunities, community schools aim to boost academic achievement, close learning gaps, and foster social-emotional development.

REQUIREMENTS OF CA EDUCATION CODE 47605(c)(5)(A)(ii)

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

The following chart details the Charter School's goals as of this petition submission, for all pupils and all significant subgroups served by the Charter School pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. The Charter School notes that as required under Education Code Section 47606.5, IVEA stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions IVEA anticipates at this point in time.

LCFF State Priorities Table	
Goal # 1	
Ensure high quality instruction that utilizes multiple forms of student level and school wide data to inform instructional decisions and implementation of evidence-based intervention supports provided by highly	**Related State Priorities:** Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)

qualified and appropriately credentialed teaching staff. IVEA will also fully implement a Multi-tiered System of Supports (MTSS) to identify and provide targeted academic and social-emotional supports to ensure academic success and close achievement gaps among all student groups (SpEd, EL, SED, etc.) and ensure equitable access to a broad course of study through scheduled course offerings.	Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes) **Local Priorities:**

Specific Annual Actions to Achieve Goal

ACTION 1.1 HIRE ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM

ICEF Vista Elementary Academy (IVEA) will employ a team of educators who will support the educational program for our diverse population of learners (EL, SWD, SED) These educators will include: Principal, Assistant Principal, Math Specialist, 14 appropriately credentialed classroom teachers, 2 Resource Specialist teachers and Intervention Specialists for SWD, full-time Counselor, School Psychologist, Occupational Therapist, and IT Technician.

All staff will participate in 2 weeks of intensive Summer Professional Development that will focus on: curriculum implementation, technology integration, data informed instructional practices, classroom culture and management, educational equity, trauma-informed practices, and social-emotional learning. Educators at IVEA will also grow in their practices through regular coaching and support from school administration and the ICEF Home Office instructional team. These experiences will occur during classroom observation and feedback cycles, weekly professional development and 4 non-instructional days throughout the academic year focused on data informed practices, assessment analysis and responsive instruction and intervention planning.

ACTION 1.2 IMPLEMENT CORE CURRICULAR PROGRAM & REGULARLY MEASURE STUDENT PROGRESS

All IVEA students have access to standards-aligned curricular and instructional materials for all core content areas. Annually, a textbook inventory is conducted and results are reported on the SARC, LCAP, and local indicators report. For the 2023-24 school year, core curriculum purchases include:

- CommonLit 360 - ELA/ELD
- Illustrative Mathematics
- Amplify Science
- TCI History Alive!
- Positive Prevention Plus

Additionally, IVEA will administer diagnostic assessments, and benchmark assessments in order to develop annual growth targets, measure student progress which are critical to inform

instruction, identify student academic needs, achievement gaps, identify appropriate intervention and to measure program effectiveness. Students will be administered the following assessments:

- i-Ready ELA & Math Assessments: 3 times/year
- Curriculum Unit Assessments
- ICEF Interim Assessments
- CAASPP Interim Assessment Blocks (IAB)
- State Mandated Assessments

ACTION 1.3 IMPLEMENT INTERVENTION PROGRAMS TO ACCELERATE LEARNING

Achievement and learning gaps have been identified among all student groups including English Learners and Students with Disabilities in reading and mathematics as evidenced in the comprehensive needs assessment findings, internal/local assessments, 2023 CA School Dashboard, and feedback provided during the consultation process with our educational partners. To narrow achievement gaps, teachers will regularly engage in data analysis and response, and will embed Tier 1/2 intervention during the instructional day within intentional instructional blocks.

Classroom Teachers, Resource Specialist Teachers, and Intervention Specialists will also provide tiered academic support throughout the instructional day in Reading and Mathematics during our designated Intervention Block.

IVEA will implement the following additional strategies to close achievement gaps:

- iReady Reading & Math online adaptive program
- After School Intervention Cycles w/Teachers - Reading & Math
- Academic and enrichment programming offered through our after school program provider, Woodcraft Rangers
- Partnership with Study Smart Tutors - Math Intervention

IVEA will provide expanded learning opportunities after school, intersession, and summer programming that will encompass intensive tutoring, activities that will elicit critical thinking and problem solving skills, project-based learning opportunities and strategies to accelerate learning through engaging activities.

Additionally, IVEA will work to close the achievement gap between SWD and general education students, as evidenced through CA Dashboard data. We offer a continuum of services, utilizing our Learning Center and an inclusion model in order to provide our SWD students with access to the general education curriculum and in the least restrictive environment (LRE). SWD will receive supports through their IEP and the implementation of Universal Design for Learning (UDL) strategies within the general education classroom. By integrating UDL principles, we aim to create a flexible learning environment that accommodates diverse learning styles and needs. This involves providing multiple means of engagement, representation, and expression in our curriculum and instruction. Professional development for teachers will focus on UDL strategies, ensuring they are equipped to design accessible and inclusive lessons. Through UDL, we strive to enhance educational outcomes, foster independence, and ensure that all students, including those with disabilities, have equitable opportunities to succeed. Our data informed instructional practices will support IVEA teachers and administrators in closely monitoring achievement data

to ensure we see improved outcomes for this student group in 2024-2025.

ACTION 1.4 ADDRESS SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH THE PROMOTION OF POSITIVE SCHOOL CLIMATE & COMPREHENSIVE SUPPORTS

According to a student performed by the John Hopkins Bloomberg School of Public Health in 2022, approximately 20% of children in the United States experience mental health-related issues. This statistic highlights the prevalence of mental health challenges among young people, underscoring the need for comprehensive support and intervention strategies within schools and communities to address and support their well-being. In response to this need, IVEA will prioritize addressing social-emotional and behavioral student needs of our scholars by fostering a positive school climate and providing comprehensive support systems, in alignment with the implementation of Positive Behavior Intervention and Support (PBIS) and the Multi-Tiered Systems of Support (MTSS) frameworks.

To address the mental health, social and emotional well-being of students, IVEA will continue to implement the ICEF Embrace the Mind (ETM) Program, a school based mental health initiative that is designed for predominantly African American and Latinx communities. The purpose of our program is threefold: to offer education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness. Components of our mental wellness programming will include:

- Weekly implementation of the ICEF Embrace the Mind Mental Wellness Curriculum (Self-awareness, emotion management, leadership, college & career exploration)

- The provision of SEL counseling services by our School Counselor and Counseling interns (1:1 counseling, small group counseling, social skills groups)

- Yoga in the Classroom

- Regular Student Surveys (assessing: school climate, student perceptions, student experiences, mental health needs)

- Ripple Effects Online SEL Curriculum

- Wellness Center - a space led by our School Counselor where students can receive support for their mental and emotional well-being. The center offers a space and support environment where our scholars have access to resources and activities designed to help them develop key SEL skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- Calming Corners Within the Classroom - provide students with a designated space where they can self-regulate their emotions and behaviors. These areas are equipped with tools and resources, such as stress-relief toys, comfortable seating, and visual aids for deep breathing or mindfulness exercises, to help children manage stress, anxiety, or frustration.

In addition to our ICEF Embrace the Mind programming, the implementation of Positive Behavior Intervention and Support (PBIS) strategies help to foster a positive and inclusive school climate. These supports include:

- Setting clear Tier 1 behavior expectations and celebrations for all students (School-wide behavior matrix, Class Dojo, Monthly awards assemblies, Monthly behavior celebrations)
- A comprehensive Tier 2/3 intervention system for students in need of additional behavior supports (Counseling supports, daily check-in/check-out supports, mentorship programs, self-monitoring techniques)

Leadership Development is another core component of ICEF Vista Elementary Academy's approach to social-emotional development. Through the implementation of Franklin Covey's Leader in Me program, our goal is to empower IVEA scholars with leadership and life skills needed to thrive in the 21st century. Leader in Me is a research-based program based on Stephen Covey's "The 7 Habits of Highly Effective People." Leader in Me equips IVEA scholars with essential skills such as critical thinking, problem-solving, and effective communication, while also enhancing academic performance and promoting a positive school climate.

Furthermore, our ICEF Social Worker plays a pivotal role in supporting our school community by providing essential services that enhance students' social-emotional well-being and academic success. They collaborate with teachers and parents to address behavioral issues, implement intervention plans, and connect families with community resources. Additionally, the social worker supports IVEA's positive school climate through the implementation of tiered re-engagement strategies to address chronic absenteeism. The social worker works with families to identify and address barriers that prevent students from regularly attending school. They work closely with school administration and families to understand the root causes of absenteeism, whether they be related to health issues, family dynamics, or transportation challenges. The social worker develops personalized intervention plans that may include counseling, home visits, and coordination with community services to provide necessary supports.

An additional essential component of our efforts to promote a positive school climate is ensuring student safety, engagement and sense of connectedness. We believe that student participation in clubs, sports, the Arts, and other after-school programs fosters a sense of belonging and community among our students, which is critical for their overall well-being and academic success. Our goal is for these activities to provide opportunities for our students to develop social skills, leadership abilities, and personal interests, all of which contribute to a positive school climate. By actively engaging in extracurricular activities, students are more likely to feel connected to their peers and motivated to succeed in their academic pursuits. We believe that this holistic approach to creating learning spaces for our scholars supports not only their educational growth but also their emotional and social development, laying a strong foundation for lifelong success.

IVEA will implement the following programming to enhance student experiences, build community connectedness, and promote a positive school climate:

- Field trips/learning opportunities (curricular trips during the school day, weekend & intersession trips designed to provide unique learning experiences)
- Math Field Day competition with ICEF Public Schools
- Monthly Award Assemblies – student recognition academic, positive behavior
- Sports (basketball, soccer, volleyball)
- Podcast Club
- Lego Engineering Club
- Chess Club

- Student Council

Expected Annual Measurable Outcomes

Outcome #1: CAASPP ELA
Metric/Method for Measuring: CAASPP Results Website

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	2023-24: 54.67% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
English Learners	2023-24: 13.79% met/exceeded	*[1]	*	*	*	*
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: 54.67% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	2023-24: 0.00% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
African American Students	2023-24: 38.17% met/exceeded	21% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	2023-24: 35.91% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

[1] Asterisk (*): Data is suppressed because fewer than 11 students tested.

Outcome #2: CAASPP Math **Metric/Method for Measuring:** CAASPP Results Website						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: 48.92% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
English Learners	2023-24: 13.79% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: 48.92% met/exceeded	1% increase above 2022-2023 Math baseline data	2% increase above the new LCAP cycle Math baseline data	3% increase above the new LCAP cycle Math baseline data	4% increase above the new LCAP cycle Math baseline data	5% increase above the new LCAP cycle Math baseline data
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	2023-24: 7.69% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
African American Students	2023-24: 12.50% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	2023-24: 49.25% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: CA Science Test: Gr 5 **Metric/Method for Measuring:** CAASPP Results Website						

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	2023-24: 23.40% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
English Learners	*	*	*	*	*	*
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: 23.40% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/ Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	2023-24: 24.45% met/exceeded	1% increase above baseline data	2% increase above baseline data	3% increase above baseline data	4% increase above baseline data	5% increase above baseline data
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #4: Attendance Rate **Metric/Method for Measuring:** CALPADS						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: 94.65%	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate

English Learners	2023-24: 96.1%	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: 95.1%	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	*	*	*	*	*	*
Latino Students	2023-24: 95.1%	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate	95% or higher Attendance Rate
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #5: Chronic Absenteeism Rate **Metric/Method for Measuring:** California Dashboard						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: 8.8%	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less
English Learners	2023-24: 5.2%	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less

Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: 8.8%	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2023-24: 4.4%	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	*	*	*	*	*	*
Latino Students	2023-24: 8.4%	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less	Chronic absenteeism is 10% or less
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Suspension Rate
Metric/Method for Measuring: California Dashboard

Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: 0.4%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%
English Learners	2023-24: 0.0%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%

Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: 0.4%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2023-24: 0%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2023-24: 0.4%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%	Maintain a Suspension Rate below 1%
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #7: Fully Credentialed & Appropriately Assigned Teachers **Metric/Method for Measuring:** CalSAAS/CALPADS						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: 93%	100% Fully credentialed & Appropriately Assigned Teachers	100% Fully credentialed & Appropriately Assigned Teachers	100% Fully credentialed & Appropriately Assigned Teachers	100% Fully credentialed & Appropriately Assigned Teachers	100% Fully credentialed & Appropriately Assigned Teachers
English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socio-economically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

LCFF State Priorities	
Goal # 2	
Continue to implement a comprehensive, coherently focused, schoolwide Professional Development Plan that integrates standards-aligned academic content standards, with evidence-based pedagogical strategies to deliver high quality, engaging, differentiated instruction to address the diverse learning needs (ELL, SPED, SED) of our students, close achievement gaps, to ensure our students are College and Career Ready (CCR).	**Related State Priorities:** Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
	Local Priorities:

Specific Annual Actions to Achieve Goal

ACTION 2.1 PROVIDE RELEVANT & COMPREHENSIVE PROFESSIONAL DEVELOPMENT

ICEF Vista Elementary Academy will implement a comprehensive and relevant professional learning plan to develop our instructional leaders, teachers, and support staff. We will provide ongoing, high-quality professional development tailored to the needs of our educators and aligned with best practices in pedagogy and student engagement. Professional learning will encompass areas such as effective instructional strategies, rigorous standard-aligned instruction, data-informed instruction, social-emotional learning, and culturally responsive teaching. By fostering a culture of continuous improvement and collaboration, we aim to enhance the skills and knowledge of our staff, ultimately improving student outcomes and creating a supportive and dynamic learning environment.

All staff will participate in 2 weeks of intensive Summer Professional Development. Educators at IVEA will also grow in their practices through regular coaching and support from school administration and the ICEF Home Office instructional team. These experiences will occur during classroom observation and feedback cycles, weekly professional development and 4 non-instructional days throughout the academic year focused on data informed practices, assessment analysis and responsive instruction/intervention planning.

Teachers and Instructional Aides at IVEA will receive personalized professional development form our Principal, Assistant Principal, Instructional Specialist and Teacher Leaders. The Principal, Assistant Principal, and Math Specialist will regularly lead professional development sessions and will support teacher growth and development by providing expert guidance and personalized coaching to enhance instructional practices. They will collaborate with teachers to design and implement effective lesson plans, model innovative teaching strategies, and offer constructive feedback through classroom observations. Teacher Leaders at IVEA will serve as mentors and a resource for teachers to help empower them through their regular guidance and support.

Instructional Leaders at ICEF Vista Elementary Academy will engage in professional learning with the Relay Graduate School of Education, focused on enhancing our data informed culture through the implementation of Weekly Data & Planning Meetings. In these meetings administrators and teachers analyze content standards, review classroom level data each, identify the highest leverage gap in student learning, and plan reteaching/reassessment experiences to ensure increased achievement in the identified grade level skill/standard. These structured opportunities to analyze and respond to student data have supported our teachers and leaders in having a stronger understanding of the impact of our daily classroom instruction and a clearer picture of what students still need to learn. The goal is for these professional learning experiences to create the space for school leaders to truly partner with teachers to examine student work and develop targeted standard-aligned reteach plans, with the ultimate goal of increasing student learning outcomes.

Primary focuses of professional learning for all IVEA staff in the 2026-2027 school year will include:

- Relay Graduate School of Education - National Principal Academy Fellowship & Instructional Leader Professional Development
- Weekly Data & Planning Meetings
- Get Better Faster Management & Rigor Trajectory
- Universal Design for Learning
- Illustrative Mathematics
- i-Ready Reading & Math - data analysis & intervention planning
- Multi-Tiered Systems of Support
- Leader in Me Professional Learning

To support teacher effectiveness and credential clearance, IVEA will reimburse teacher induction

expenses.

ACTION 2.2 STRENGTHEN EL PROGRAM & SERVICES

IVEA will strengthen our English Learner programming by implementing targeted instructional strategies and comprehensive support services. EL students will receive daily integrated and designated ELD instruction. We will provide professional development for teachers on effective English language development (ELD) techniques, differentiated instruction, and culturally responsive practices. Additionally, we will enhance access to resources such as after school intervention/tutoring, language acquisition programs, and technology tools (Rosetta Stone) designed to support language learning. By fostering an inclusive and supportive learning environment, we strive to improve English learners' language proficiency, academic achievement, and overall school engagement.

IVEA's EL Program Coordinator will regularly review and analyze EL performance data and will work with classroom teachers to create learning plans that address the needs of English Learners, and are designed to accelerate their learning and language acquisition. At least 63% of IVEA's EL subgroup met/exceeded their growth targets on the i-Ready Reading Diagnostic Assessment in 2024-2025. We believe our focus on professional learning related to effective EL teaching strategies, as well as, after school small group instruction focused on language acquisition strategies supported the growth this subgroup experienced in 23-24. IVEA will continue to provide professional development to IVEA teachers on creating learning spaces that are welcoming and accessible to our EL students, and will continue to provide after school intervention experiences.

Expected Annual Measurable Outcomes

Outcome #1: Reclassification Percentage
Metric/Method for Measuring: CALPADS

Applicable Student Groups	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
English Learners	2023-24: 16.7%	Increase 1% above baseline data	Increase 2% above baseline data	Increase 3% above baseline data	Increase 4% above baseline data	Increase 5% above baseline data
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Students						
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Outcome #2: English Learner Progress **Metric/Method for Measuring:** California Dashboard						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
English Learners	2023-24: 51.6% making progress	Increase 1% above baseline data	Increase 2% above baseline data	Increase 3% above baseline data	Increase 4% above baseline data	Increase 5% above baseline data
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Outcome #3: English Learner Subgroup Performance - ELA & Math **Metric/Method for Measuring:** California Dashboard						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
English Learners	2023-24: ELA - 23.2 points below standard Math - 30.9 points below standard	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Outcome #4: Hispanic Subgroup Performance - ELA & Math
Metric/Method for Measuring: California Dashboard

Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	2023-24: ELA - 6.8 points above standard	ELA: increase 5 DFS points Math:	ELA: increase 5 DFS points Math:	ELA: increase 5 DFS points Math:	ELA: increase 5 DFS points Math:	ELA: increase 5 DFS points Math:

	Math - 7.3 points below standard	increase 5 DFS points	increase 5 DFS points	increase 5 DFS points	increase 5 DFS points	increase 5 DFS points
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Outcome #5: Socioeconomically Disadvantaged Subgroup Performance - ELA & Math **Metric/Method for Measuring:** California Dashboard						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	2023-24: ELA - 7.1 points above standard Math - 8.3 points below standard	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points	ELA: increase 5 DFS points Math: increase 5 DFS points
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

LCFF State Priorities

Goal # 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.	**Related State Priorities:** Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
	Local Priorities:

Specific Annual Actions to Achieve Goal

ACTION 3.1 PROVIDE MULTIPLE OPPORTUNITIES FOR PARENT ENGAGEMENT, LEADERSHIP & PARTICIPATION

ICEF Vista Elementary Academy is a California Community School. Through the implementation of this model, we seek to provide multiple opportunities for our parents to be engaged leaders within our school community and participants in their children's education. IVEA will accomplish this through the implementation of the Parent Advisory Committee, hosting regular Family Engagement Nights, the facilitation of parent workshops, Parent/Teacher Conferences throughout the year, and through our monthly Coffee with the Principal. Additionally, our Community Schools Coordinator will act as a bridge between the school and our families. They will be charged with regularly seeking feedback from families, elevating family voices, conducting regular needs assessments and ensuring resources are integrated and accessible to our students and parents. Through these efforts, we aim to create a supportive and collaborative environment where parents are engaged advocates for their children, leading to improved academic achievement and the holistic development for our scholars.

IVEA will also implement the following actions to increase parent engagement, participation and trust:

- Parent Advisory Committee/Knights of the Roundtable
- Community Schools Advisory Committee
- Parent Communication - ParentSquare, Class Dojo
- Leader in Me Parent Workshops
- PowerSchool Parent Portal - provides parents the ability to monitor their child's academic progress, attendance and communicate directly with classroom teachers
- Translation of materials and interpreter services as needed

Additionally, the IVEA School Safety Team will review and revise the School Safety Plan with input from

our educational partners.

ACTION 3.2 MAINTAIN SAFE & CLEAN SCHOOL FACILITIES

IVEA will provide all students and staff with a safe, and clean school facility. On annual basis, the Facility Inspection Tool (FIT) report will be completed, and results will be reported on the school's SARC, LCAP and Local Indicators Report. school administration will address any identified areas of deficiency.

Expected Annual Measurable Outcomes

Outcome #1: Facilities in "good" repair
Metric/Method for Measuring: FIT Report

Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: Good	Maintain Good Fit Rating or above	Maintain Good Fit Rating or above	Maintain Good Fit Rating or above	Maintain Good Fit Rating or above	Maintain Good Fit Rating or above
English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/ Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Islander Students						
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Outcome #2: Student Favorability Percentage: School Safety & Sense of Belonging **Metric/Method for Measuring:** Panorama Student Survey						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: Student School Safety Favorability: 61% Student Sense of Belonging Favorability: 65%	Increase Student Favorability Rating of School Safety by 1% above baseline Increase Student Favorability Rating of Sense of Belonging by 1% above baseline	Increase Student Favorability Rating of School Safety by 2% above baseline Increase Student Favorability Rating of Sense of Belonging by 2% above baseline	Increase Student Favorability Rating of School Safety by 3% above baseline Increase Student Favorability Rating of Sense of Belonging by 3% above baseline	Increase Student Favorability Rating of School Safety by 4% above baseline Increase Student Favorability Rating of Sense of Belonging by 4% above baseline	Increase Student Favorability Rating of School Safety by 5% above baseline Increase Student Favorability Rating of Sense of Belonging by 5% above baseline
English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socioeconomically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students of Two or More Races	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
White Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Outcome #3: Parent Favorability Percentage: School Safety & Barriers to Engagement **Metric/Method for Measuring:** Panorama Family Survey						
Applicable Student Groups	**Baseline**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
All Students (Schoolwide)	2023-24: Parent School Safety Favorability: 88% Parent Barriers to Engagement Favorability: 92%	Increase Parent Favorability Rating of School Safety by 1% above baseline Increase Parent Favorability Rating of Engagement by 1% above baseline	Increase Parent Favorability Rating of School Safety by 1% and Increase Parent Favorability Rating of Engagement by 1% above baseline	Increase Parent Favorability Rating of School Safety by 1% above baseline Increase Parent Favorability Rating of Engagement by 1% above baseline	Increase Parent Favorability Rating of School Safety by 1% above baseline Increase Parent Favorability Rating of Engagement by 1% above baseline	Increase Parent Favorability Rating of School Safety by 1% above baseline Increase Parent Favorability Rating of Engagement by 1% above baseline
English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Long-Term English Learners	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Socio- economically Disadvantaged Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Foster Youth	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Students with Disabilities	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
African American Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
American Indian / Alaska Native Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Asian Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Filipino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Latino Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Native Hawaiian/ Pacific Islander Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

The instructional program at IVEA is designed to develop students into becoming students who have the self-efficacy and motivation to learn and grow. Supporting the growth of such learners involves cultivating curiosity and creating learning environments that are engaging, student-centered, and that push students to think critically. Through the Charter School's student-centered and differentiated instructional model, students come to understand that they can experience the rewards and confidence that come with achievement. Students develop confidence in their own abilities, set goals and come to approach learning enthusiastically, fostering self-motivation and a thirst for knowledge.

INSTRUCTIONAL DESIGN

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

All IVEA students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. IVEA's focus on Equity, Literacy, and Numeracy utilizes a whole-child, student-centered approach that ensures all students have access and the necessary support in the effort to close the learning and opportunity gap for students of color. IVEA understands the importance of utilizing research-based instructional practices to promote student achievement. Academic excellence is achieved when students are engaged in rigorous, relevant, student-centered learning experiences that promote discourse, inquiry and the application of critical thinking skills.

Structured Supportive Learning Environments - Teachers create emotionally safe learning environments, provide direct-instruction, create student-centered learning communities, one-on-

one instruction and intervention in order to ensure the academic needs of all students are met. IVEA believes that every child deserves to learn daily within exceptional learning environments that value the following:

- Strong student:adult relationships
- A focus on mental health and wellness
- Rigorous standards-aligned daily instruction
- High expectations for students and adults
- Relevant, regular assessments coupled with data informed responses, professional development and coaching.
- Student goal setting and reflection
- A restorative rather than punitive approach to discipline

Based on the results achieved at the Charter School, both over time and most recently following the COVID-19 pandemic, IVEA students benefit greatly from the highly structured instructional program.

Rigorous Standards-Aligned Instruction - Rigorous, standards-aligned instruction is the cornerstone of the IVEA academic program. By ensuring that all students, regardless of their backgrounds, have access to challenging and high-quality curriculum content, we address disparities in educational opportunities that often exist in underserved communities. Research by Darling-Hammond et al. (2014) highlights that students who engage with rigorous, standards-aligned content are more likely to develop critical thinking skills and achieve academic success, particularly in schools serving diverse populations. Schools that implement standards-aligned curricula consistently see significant improvements in student outcomes, especially among historically marginalized groups (NCES, 2013).

IVEA uses research-based practices to ensure students are acquiring the knowledge and skills necessary for future academic and professional success. Additionally, providing a learning environment where daily rigorous instruction occurs in every classroom ensures that all students are challenged to reach their full potential. As emphasized by the research of Conley (2007), students who are exposed to high expectations and challenging content are more likely to develop the academic habits and mindsets needed for postsecondary education and the workforce. By embedding rigorous instruction into our academic program at IVEA, this not only addresses immediate academic disparities but also equips our students with the skills and knowledge they need to thrive and succeed in college, career and life.

KEY FEATURES AND COMPONENTS OF THE CHARTER SCHOOL'S EDUCATIONAL PROGRAM BY SUBJECT AREA

High Quality Literacy Instruction

Proficiency in reading and writing are essential to academic mastery. IVEA's English Language Arts curriculum is grounded in the Science of Reading, and ensures rigorous daily standards-aligned instruction. Learning experiences in the ELA classroom encourage IVEA students to read, think and write critically, develop and debate ideas, and always support these ideas and opinions with evidence. Students are allowed to do the "intellectual heavy lifting", while the teacher acts as a facilitator and guide. The Charter School's goal is for IVEA students to recognize and embrace the power of their own ideas and teachers are asked to focus on encouraging independent thinking, collaboration, and problem solving. Our literacy curriculum incorporates evidence-based practices that align with how students learn to read and comprehend texts effectively. Our

instructional approach is structured to meet the diverse needs of learners, offering a range of texts and instructional resources that help build foundational reading and writing skills while also promoting higher-order thinking.

IVEA utilizes the Fishtank ELA curriculum for grades TK–5. Central to the Fishtank curriculum is its carefully curated collection of complex, high-quality texts that are both engaging and rigorous. These texts span a variety of genres — including literature, nonfiction, poetry, and informational texts — and are purposefully selected to build content knowledge while supporting grade-level standards. Students engage with rich anchor texts and supporting materials that promote deep reading, vocabulary acquisition, and critical analysis.

Fishtank's instructional design integrates key components of literacy grounded in the Science of Reading. Lessons include explicit instruction in vocabulary, fluency, and comprehension strategies, ensuring that students build foundational reading skills while developing the capacity to engage with complex texts. Each unit is intentionally sequenced to deepen student understanding and support knowledge-building across disciplines. We also utilize University of Florida Literacy Institute (UFLI) to further integrate explicit instruction in phonics.

Writing is embedded throughout the curriculum and is tightly aligned to the texts students read. Lessons guide students through a structured writing process — planning, drafting, revising, and editing — with a focus on evidence-based writing. Students develop skills in narrative, opinion, and informational writing, consistently drawing on textual evidence to support their thinking. Regular opportunities for teacher feedback and conferencing help students refine their work, strengthen their writing abilities, and articulate their ideas clearly and confidently.

Additionally, ELA teachers may supplement the curriculum with state-vetted, standards-aligned mini lessons and materials from the Smarter Balanced Digital Library. Teachers incorporate blended learning lessons, allowing for stations and small group work time, often utilizing a variety of technology. Students become proficient in Google Apps for Education, such as Google Docs, Google Slides and Google Forms. Teachers utilize California State Interim Assessments and ICEF Interim assessments to understand progress towards standards mastery and to support students with becoming familiar with computer-based standardized assessments.

Intervention and Enrichment Programs

Our approach to academic intervention is grounded in a commitment to ensuring that all students master grade-level standards in both English Language Arts (ELA) and Mathematics. We use a multi-tiered system of supports (MTSS) that includes adaptive technology, targeted small group instruction, and data-driven re-teaching cycles.

Adaptive technology: To support individualized student growth, we utilize *i-Ready* in both ELA and Math. This adaptive program provides a personalized learning path based on diagnostic assessments administered at least three times per year. The data from i-Ready diagnostics allows our educators to identify specific skills gaps and monitor progress over time. Students engage in weekly online lessons tailored to their unique needs, and teachers review usage and performance data weekly to make informed instructional decisions.

Targeted small group instruction: We design structured small instruction groups based on both formative classroom assessments and i-Ready data. The primary focus of small group instruction is re-teaching priority standards that students did not master during initial core instruction.

Teachers use a combination of scaffolded supports, high-leverage instructional strategies, and frequent checks for understanding to ensure that learning is accelerated.

Data-driven re-teaching cycles: Intervention blocks are built into the master schedule to provide time for additional academic supports without compromising core instruction. Students receiving intervention support are monitored closely through progress tracking systems.

This integrated model—combining personalized learning with responsive, teacher-led re-teaching—ensures that all students, regardless of starting point, are provided with the time and support necessary to reach grade-level proficiency.

Equitable Mathematics Instruction

IVEA believes the learning of mathematics is driven through a student's curiosity about the world and the relationship between math and their daily lives. IVEA teachers capitalize on this curiosity, and approach all students as doers of mathematics that are capable of constructing mathematical knowledge. By exploring mathematical relationships, students develop critical thinking and problem solving skills. When IVEA students tackle rigorous tasks that balance conceptual understanding, fluency and application, they are equipped with skills to help them tackle 21st century challenges.

At IVEA math is taught in an inquiry-based manner as emphasized by the National Council of Teachers of Mathematics ("NCTM") Principles and Standards, and Common Core State Standards for Math. To achieve these goals, teachers utilize the Illustrative Mathematics curriculum. This curriculum is designed to help students develop important mathematical concepts, skills, procedures, and ways of thinking and reasoning in number sense, geometry, measurement, algebra, probability and statistics. The curriculum teaches students to reason and communicate proficiently in mathematics through a unit-based approach. Illustrative Mathematics explicitly integrates the CCSS eight Standards for Mathematical Practice, and are applied individually, or together, depending on the lesson.

Illustrative Mathematics meets alignment expectations for all grade levels, Kindergarten through 5th, per EdReports.org. The curriculum was chosen at ICEF because the design aligns with the philosophical foundations of an inquiry-based, real-world curriculum that provides students with equitable mathematics instruction. *"A school's mathematics curriculum, the set of materials used to craft instruction each day, is a significant teaching and learning tool that provides access to the power and opportunities afforded by mathematical proficiency" (Baldwin, Cintron, Coe, Sebelski, UnboundEd Learning 2021).* Inadequate math instruction is a nationwide challenge, and its effects fall disproportionately on students of color. As this demographic represents 100% of the IVEA student population, the use of the Illustrative Mathematics curriculum serves as the foundation of the math instructional program. IVEA believes that equitable mathematics instruction requires that educators ensure all students have access to a standards-aligned curriculum that provides opportunities for rich tasks and for developing deep understanding. Illustrative Mathematics provides IVEA students with such an opportunity.

For example, there are eight Math Language Routines ("MLRs") embedded in the Illustrative Mathematics curriculum. These routines are designed to advance student thinking and increase academic discourse. The principles of design aim to support students (1) demonstrate understanding in multiple ways (2) make meaning of concepts and representation (3) share their thinking and revise their understanding and (4) develop reasoning through meta-cognition (Zwiers et. al, 2017). The Math Language Routines are summarized below:

Math Language Routine	Description of Teacher and Student Actions
Stronger and Clearer Each Time	**Teachers** provide students with a question about a mathematical concept. **Students** respond to the prompt in writing, pair/share, and revise responses based on peer feedback.
Collect and Display	**Teachers** circulate the room and actively monitor academic conversation. The goal is to capture words or phrases used in student conversation so that they can make connections or deepen understanding of math vocabulary. **Students** work in pairs or small groups while the teacher listens in on academic conversations.
Critique, Clarify, Connect	**Teachers** provide students with a written mathematical statement and facilitates error analysis and revision process. **Students** discuss the error in pairs then individually revise the statement.
Information Gap	**Teachers** provide students with cards. Partner A has the math question. Partner B has the information needed to solve. **Students** work in pairs to solve the problem. Partner B is expected to only answer questions from Partner A.
Co-Craft Questions & Problems	**Teachers** give a hook to the learning target. **Students** write and compare questions about the hook. The actual question is revealed at the end of the routine.
Three Read	**Teachers and/or students** read the math question three times. Each read has a specific focus: 1) What is the question about? 2) What are numbers/quantities in the question? 3) How might you solve the problem?
Compare and Connect	**Teachers** provide a problem that can be solved in multiple ways. **Students** solve the problem using a strategy of their choosing. Responses are reviewed with a focus on what is the same and what is different in the mathematical approaches.
Discussion Supports	A collection of teacher moves that support students in engaging in mathematical discussions. This includes, but is not limited to, (1) providing independent think and/or group work time before the whole group debrief, (2) introducing new vocabulary and practice using the mathematical terms as choral response, and (3) expecting students to justify their thinking and revise their answers in oral and written form.

Additionally, teachers can use sentence stems as a structure for amplifying language and helping students articulate their mathematical understanding. This is a list of sample sentence frames:

Language Function	Sample Sentence Frames	Language Function	Sample Sentence Frames

Describe	• It looks like… • I notice that… • I wonder if… • Let's try... • A quantity that varies is _____. • What do you notice? • What other details are important?	Justify	• I know _____ because... • I predict _____ because… • If _____ then _____ because… • Why did you…? • How do you know…? • Can you give an example?
Explain	• First, I _____ because… • Then/Next, I... • I noticed _____ so I... • I tried _____ and what happened was... • How did you get…? • What else could we do?	Generalize	• _____ reminds me of _____ because… • _____ will always _____ because… • _____ will never _____ because… • Is it always true that…? • Is _____ a special case?
Critique	• That could/couldn't be true because…` • This method works/doesn't work because… • We can agree that... • _____'s idea reminds me of… • Another strategy would be _____ because… • Is there another way to say/do...?	Compare And Contrast	• Both _____ and _____ are alike because… • _____ and _____ are different because… • One thing that is the same is… • One thing that is different is… • How are _____ and _____ different? • What do _____ and _____ have in common?
Represent	• _____ represents _____. • _____ stands for _____. • _____ corresponds to _____. • Another way to show _____ is… • How else could we show this?	Interpret	• We are trying to... • We will need to know... • We already know… • It looks like _____ represents... • Another way to look at it is… • What does this part of _____ mean? • Where does _____ show...?

History Instruction That Challenges Students To Think Critically About The World and Their Place In It

IVEA's history curriculum includes teacher developed curricular materials that are in direct alignment to the California History Social Science Framework and in alignment to the historical concepts focused on within their ELA units of study. Teachers may incorporate the News ELA, Studies Weekly program, or other programs within their instructional block as well. This approach meets the instructional materials criteria noted in the California History Social Science Framework. This approach also includes structured, research-based lessons that are highly interactive and build critical reading and thinking skills.

Heightened Focus on Race, Ethnicity, Identity, Culture and Social Justice

Students at IVEA also have opportunities to think critically about the world by exploring topics around race, ethnicity, identity, culture, and social justice. As students explore historical topics from around the world, they connect the content and "big ideas" they engage with to contemporary social, political, economic and other issues, events, and realities, including how they relate to race, ethnicity, social justice, and equity (e.g. voting rights for African-Americans and other racial/ethnic groups). Students also have opportunities to learn history through multiple perspectives and lenses, including the lenses of traditionally and currently marginalized and oppressed people, highlighting the contributions of women and others that might be traditionally underrepresented by conventional and dominant narratives. All of this allows and encourages students to see and feel themselves in the historical stories IVEA shares with them, experience joy and pride connected to their identities and how this might be a form of resistance, and also provides them with an opportunity to use their voices in the classroom.

This approach also allows students to ask critical questions (who, what, when, why, how) about global, national, and local structures of power:

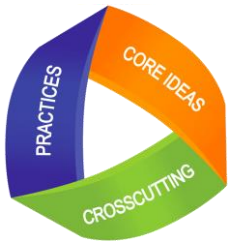
- Who/which groups were in power?
- Who/which groups were marginalized?
- What was the role of women, and what rights did they have?
- What form of government was used? What factors contributed to this?
- What connections do you make between this society and modern U.S. society/government?

In pursuing these questions, students are required to think critically and rigorously, and may find answers that may be unexpected, uncomfortable, or incomplete.

In exploring these topics and questions, teachers have access to, and are encouraged to use, resources from organizations such as Learning For Justice, Facing History & Ourselves, The 1619 Project, Hidden Voices, and The Zinn Education Project.

NGSS Aligned Science Instruction

IVEA uses a rigorous Science curriculum aligned to the Next Generation Science Standards ("NGSS") that offers deep content knowledge and teaches authentic inquiry skills in order to spark student interest. The K–12 Science Education Framework (National Research Council, 2012) and the NGSS emphasize that all students must have the opportunity to learn and actively participate in science through using and applying disciplinary core ideas ("DCI") in concert with science and engineering practices ("SEP") and crosscutting concepts ("CCC") to make sense of phenomena or to solve problems. Central to this vision is the notion of three-dimensional learning, wherein students use the three dimensions of DCIs, CCCs, and SEPs as the means through which to build the proficiencies required to meet the NGSS performance expectations.



IVEA's science curriculum, OpenSciEd, utilizes DCIs, SEPs and CCCs in conjunction with a phenomena-based approach to teaching NGSS standards. Phenomenon-based learning is a holistic, interdisciplinary approach in which the starting point for inquiry is a specific, observable, real-world event: Why is brown water coming out of the pipes built for drinking water? Where did all the monarch butterflies go? “The goal of building knowledge in science is to develop general ideas, based on evidence, that can explain and predict phenomena.” (STEM Teaching Tools, 2021). This approach lends itself to the NGSS shift from simply *learning about to figuring out*. Phenomenon-based teaching and learning engages students deeply; position them as scientists by giving them questions, not answers; and deliver results in and beyond science class. This model also motivates students by providing them with a sense of purpose and agency, and by engaging their curiosity. The ultimate goal of science instruction is to help students attain deep transferable knowledge, and engage students in learning experiences that are relevant to the real world.

Each unit is structured around real-world, observable phenomena that spark curiosity and drive student learning through hands-on investigations, data analysis, and collaborative discourse. Students develop scientific explanations through a coherent storyline that builds from their own questions and ideas, fostering critical thinking, evidence-based reasoning, and a deeper connection to science.

Key features of OpenSciEd include:

- Alignment to NGSS Performance Expectations and three-dimensional learning
- A focus on equity and access through culturally relevant and inclusive instructional materials
- Built-in supports for English Learners and students with diverse learning needs
- Emphasis on science and engineering practices integrated with disciplinary core ideas and crosscutting concepts
- Regular formative assessments and embedded opportunities for reflection and revision

Through teaching OpenSciEd, we aim to cultivate scientifically literate students who are equipped to apply scientific thinking to real-world challenges and pursue further study and careers in STEM fields.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

The Whole Child

IVEA has a student-centered, whole child approach to supporting students’ academic achievement. IVEA extends the Charter School’s mission beyond rigorous academics by providing a healthy school environment and a strong culture of care for IVEA students and their families through the Community Schools Model. The foundation of this work is addressing students’ comprehensive needs inside and outside of school. The Student Support Team focuses

on ensuring that each student is healthy, supported, engaged, and challenged, setting the stage for comprehensive and long-term student success. The IVEA Community School Coordinator, Social Worker, Counselor and school administration work collaboratively to provide vital connections to social, emotional and health services within the community. This team provides students with mental health supports to ensure all students are emotionally well, can rely on strong adult advocates, and are equipped with tools to develop successful relationships and a strong sense of self.

Community Building

IVEA students experience many challenges that manifest from trauma, poverty, and other social circumstances. Schools have an enormous influence on how students come to see themselves, the hopes and dreams they acquire, and their achievement motivation. In the book, *Walking the Equity Talk: A Guide for Culturally Courageous Leadership in School Communities*, author John Robert Browne states, "Historically underserved students' identity and achievement performance are related." The impacts of poverty on the development of children's self-concept has been well-documented, beginning as early as age two and extending through high school (Black, Hess, & Berenson-Howard, 2012). Achieving the mission at IVEA depends greatly on how well IVEA affects the students' perceptions of what they see is possible for themselves in the future, and belief in their ability to achieve.

To maintain student perseverance, love of learning, and positive self-concept, IVEA places special focus on building a safe and supportive school culture through community building. To accomplish this, we implement a range of activities and programs that promote these values. Examples include Hispanic Heritage month and Black History month activities, family yoga nights, family cookie baking, stress management seminars for parents, staff mindfulness activities and cooking lessons, and more.

Time is built into the schedule daily and weekly to ensure students are connecting positively with teachers, themselves and their peers. At the start of each school day during the Advisory Period, IVEA teachers lead students in the ICEF Embrace the Mind - Mindful Moments. These experiences are designed to equip students with strategies for maintaining mental wellness. Mindful Moments may include yoga practices, deep breathing exercises, visualization, positive affirmations and journaling. Community Circle experiences are designed to further address the social-emotional needs of the students and create supportive, personal connections between teachers and students. Community Circle lessons are designed by the ICEF Embrace the Mind team in conjunction with school counselors. Community Circle themes include:

- The Power of Yet
- Goal Setting
- Self Regulation
- Identity and Values
- Showing Gratitude
- Building Empathy
- Treating Others w/Dignity
- What's Great About Me!
- Affirmation Circles - What's Great About My Classmates?
- What do I enjoy? What Makes Me Happy?
- Self Care
- The Mindset of a Champion

Culturally Relevant Arts Education

Visual and Performing Arts: Course Overview & Offerings - IVEA sees the arts as a platform for learning where students can engage as culturally aware individuals, become critical thinkers and develop a deeper sense of self awareness. IVEA strives to foster this arts learning experience through an appreciation of art history, art making and analysis. When the students engage in rigorous and creative art projects, which balance conceptual understanding and the application of problem solving, they become equipped with confidence and skills to help them navigate 21st century challenges with creativity and finesse.

As a deeply valued subject, IVEA offers Visual Arts as part of the core curriculum. Each student receives instruction in standards aligned visual arts classes. Students are introduced to culturally relevant artists of study and learn techniques in various media such as drawing, painting, watercolors, sculpture, clay, digital drawing and multimedia. The art elements and principles are introduced and revisited in each lesson as part of skill development and conceptual understanding of art making. The well respected practice of Visual Thinking Strategies is also used to engage students in critical thinking and empathy during art analysis, as well as astute observation and listening skills.

At IVEA, students engage in various musical practices which balance conceptual understanding and the application of problem solving. These experiences equip students with confidence and skills to help them navigate 21st century challenges with creativity and finesse. Music is an arts learning where students can engage as culturally aware individuals, become critical thinkers and develop a deeper sense of self awareness.

IVEA strives to foster this musical learning experience through an appreciation of music history as well as music making and analysis. By exposing students to a broad variety of musical genres, both modern and traditional, as well as a breadth of instruments ranging from piano to percussion, students learn skills that directly translate to other subject areas and their own creative pursuits. With an adaptive and grade-appropriate curriculum, the music program challenges students to grow their confidence as scholars both inside and outside the music room. IVEA also aims to provide all students with opportunities to further their musical experiences, such as after school choir, rock band, and theater programs.

Art Curriculum Design & Partnerships

IVEA uses a variety of resources for its visual and performing arts curriculum. The Visual Arts teachers are provided a membership to The Art of Education and Scholastic Arts curriculum. Both serve as hubs and data banks where the teacher can source new lessons, stay abreast to contemporary artists, and pull instructional resources ranging from inspirational articles, classroom management strategies, rubrics, student reflection sheets to lesson plans.

The Visual Arts teacher meets monthly with art teachers across ICEF to participate in ongoing professional development with specialists trained in Theater Arts and Visual Arts throughout the year. Professional development experiences take place at Inner City Arts, Museum of Contemporary Art and Los Angeles County Museum of Art. In these collaborative spaces, the Visual Art teacher is able to exchange lessons, ideas and strengthen their instructional skills.

Transformative Experiences Through Quality Physical Education and Athletics

IVEA takes great pride in its Physical Education and Athletics Program, which is designed to promote physical fitness, healthy lifestyles, and overall wellness among its students. Physical Education at IVEA is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education and Health. Students are empowered to make healthy choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle.

- **Comprehensive Standards-Based Physical Education and Athletics Program To Empower Students to Pursue Their Passions Through Sport:** The Physical Education and Athletics Program at IVEA offers a comprehensive curriculum that includes a wide range of activities and sports, such as Flag Football, Volleyball, Basketball, Track and Field and Soccer. It also includes a diverse range of non-traditional sports such as Skateboarding, Snowboarding, Surfing, Rugby, and Lacrosse. This allows students to discover their interests and develop their skills in various areas of physical fitness and athleticism. IVEA empowers students to pursue their passions through a variety of sports.

- **Credentialed, Skilled and Dedicated Staff:** IVEA employs credentialed, highly skilled and dedicated Physical Education and Athletics staff who are passionate about their work and committed to the best possible experience for their students. They work tirelessly to design and implement engaging, challenging, and rewarding activities and programs that promote physical fitness, healthy lifestyles, and overall wellness.

- **Positive Impact on Student Health:** Regular physical activity promotes health and wellness, including helping students maintain healthy body weight, reduce the risk of chronic diseases, and improve cardiovascular health. Furthermore, it can reduce stress, anxiety, and depression, leading to better mental health and well-being.

- **Inclusivity and Sportsmanship:** The Physical Education and Athletics Program fosters a culture of inclusivity and sportsmanship among students, encouraging them to respect one another, work together, and support each other's efforts. This creates a positive learning environment that enables students to grow, thrive, and achieve their full potential.

- **Intramural and Competitive Athletics Program:** IVEA also offers a competitive athletics program that enables students to participate in intramural and interscholastic sports. Students have the opportunity to represent in Grade Level Tournaments and also as part of the local Foundation for Interscholastic Youth Athletics (FIYA) League. Not only does this provide a platform for students to showcase their skills and abilities but also helps them develop important life skills such as leadership, teamwork and perseverance.

IVEA has developed key partnerships with the following organizations to support the Charter School's mission of sports equity, inclusivity, leadership, personal growth and unique experiences for students at IVEA:

- **Chill Foundation:** Our partnership with the Chill Foundation provides ICEF Vista Elementary students with access to skateboarding opportunities, offering unique experiences that build confidence and resilience. Through the Chill Foundation's focus on mentorship and leadership development, students learn life skills while engaging in sports that are not typically accessible, promoting equity and expanding their horizons.

- **Ready, Set, Gold! and LA Sports Council:** Ready, Set, Gold! and LA Sports Council connects IVEA students with Olympians and Paralympians to promote physical fitness and goal setting. This unique partnership provides students with role models who inspire healthy lifestyles, resilience, and the pursuit of excellence, fostering a culture of equity and opportunity through sport.

- **LA84 Foundation/Play Equity Fund:** The LA84 Foundation and Play Equity Fund support IVEA by providing resources and opportunities to promote sport, play and movement equity. Through this partnership, students gain access to sports programs and activities that encourage physical activities, leadership, and inclusion, helping to bridge the gap in access to athletic opportunities for underserved youth.

- **Alliance Los Angeles:** The collaboration offers students unique opportunities through sports, leadership, and mentorship programs. This partnership with 12 pro sports teams fosters sports equity by giving students access to experiences that build their skills, confidence, and pathways to future success in athletics.

- **ICEF Rugby:** The ICEF Rugby program provides students at IVEA with exceptional opportunities to engage in rugby, promoting teamwork, discipline, and leadership. Through partnerships with USA Rugby and World Rugby, ICEF Rugby ensures equitable access to the sport, offering students the chance to compete, travel, and learn from top athletes in the field.

- **Southern California Youth Rugby:** SoCal Youth Rugby plays a vital role in helping our students develop a love for the sport. They provide coaching, resources, and competitive opportunities, they ensure that young athletes have access to high-quality training and experiences, focusing on skill development in rugby for all students, regardless of their background.

- **USA Rugby:** Our partnership with USA Rugby is instrumental in supporting the growth of rugby at IVEA by offering resources and structured competitions. Their commitment to developing the sport at grassroots level ensures the students have access to high-quality training and the opportunity to compete, fostering a sense of teamwork, discipline, and sportsmanship among athletes.

- **World Rugby:** World Rugby plays a vital role in enhancing the rugby experience at IVEA by providing training and resources by World Rugby Educator Lisa Finegan. Coaching techniques and promoting best practices in player welfare ensures that students receive high quality instruction, fostering a safe and inclusive environment.

- **Angel City FC:** ACFC is dedicated to empowering youth through sport and leadership development. By collaborating with ICEF and IVEA, the club provides students with unique opportunities to engage with professional athletes and benefit from grant funding to inspire the next generation of leaders.

- **USA Cycling:** USA Cycling's Search for Speed program at IVEA introduces students to the world of competitive cycling while promoting health and fitness. By providing access to coaching and training, this initiative helps students develop cycling skills and a love for the sport.

INTERVENTION AND ENRICHMENT PROGRAMS

Student Support and Progress Teams

A Student Support and Progress Team ("SSPT") is automatically formed for identified students who are struggling to meet grade level standards, and/or experiencing challenges behaviorally/socially-emotionally. Students are identified based on data collected from grades, assessments, and/or discipline referrals. Teachers meet monthly for grade level meetings to review student data and discuss students who are at risk of not being successful. If the student is experiencing challenges in multiple areas/classes, the team refers the student for an SSPT. The SSPT meeting is facilitated by a school administrator, who acts as the main point of contact for monitoring the implementation of interventions. Also present are the student's grade level teachers, parent and student. If after tiered interventions have been implemented with fidelity for at least six-twelve weeks, and are not producing the anticipated improvements and any signs of a disability are present, the student is referred for assessment. If a disability is not identified during assessment, the SSPT team reconvenes to determine additional support.

Intervention Period

In addition to their primary academic blocks, IVEA teachers also teach small group instruction blocks for both ELA and math. Small group instruction takes place during two 30-minute blocks, four days a week for all students, one ELA and one math. Using diagnostic, interim and unit assessment data, students are grouped based on areas of need. During the small group period, students spend time engaging in ELA and Math online programs (i-Ready) and engage in other center activities. This period also provides time to teachers to work with students in small groups. Teachers provide instruction to targeted groups of students based on data collected from diagnostic assessments and exit ticket data. Instruction is designed to respond to data to create opportunities for re-teaching, scaffolding, and diving deeper into content. Grade level teachers work collaboratively every six weeks to review student data, group students, and plan for targeted small group instructional focus.

Social Emotional Learning Curriculum

IVEA uses both the Bouncy Kids and Ripple Effects for Teens' comprehensive intervention systems to support social emotional learning (SEL). Both programs have been proven to support improved grades, higher empathy scores, and lower drop-out rates.

Bouncy Kids is an engaging, movement-based SEL program designed specifically for early learners. It combines physical activity with evidence-based SEL instruction to help students develop self-awareness, emotional regulation, and prosocial behaviors through fun, developmentally appropriate lessons. The Bouncy Kids curriculum is rooted in brain science and aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, targeting key competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Through songs, movement routines, storytelling, and reflective practices, students build foundational SEL skills in a way that supports both emotional development and classroom readiness. The program can be implemented in whole-group, small-group, or individualized formats, making it a flexible resource for supporting Tier 1 and Tier 2 social-emotional instruction.

Ripple Effects is a personalized program that can be student-directed, educator-directed or a hybrid of the two. IVEA utilizes the Ripple Effects curriculum as a component of daily homeroom

lessons, as well as an intervention resource at the Tier 2 and 3 level. Ripple Effects has over 400 lessons that build core Social Emotional Learning (SEL) skills, and lessons that address presenting behaviors and their root causes. The Ripple Effects curriculum is research based and aligned with Collaborative for Academic Social Emotional Learning (CASEL standards). CASEL standards are a framework developed by the Collaborative for Academic, Social, and Emotional Learning to guide the integration of social and emotional learning into schools. These standards focus on five core competencies:

1. **Self-awareness** – Understanding one's emotions, strengths, and values.
2. **Self-management** – Regulating emotions, managing stress, and setting personal goals.
3. **Social awareness** – Recognizing others' emotions, showing empathy, and appreciating diversity.
4. **Relationship skills** – Building and maintaining healthy relationships through communication, cooperation, and conflict resolution.
5. **Responsible decision-making** – Making ethical, constructive choices about personal and social behavior.

By embedding these competencies into the IVEA school culture and curriculum, we aim to promote students' academic success, emotional well-being, and positive social interactions.

CURRICULAR AND INSTRUCTIONAL MATERIALS

Subject	TK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Transitional Kindergarten	Creative Curriculum						
English Language Arts		Fishtank ELA UFLI i-Ready Reading - computer-based resource					
Math		Illustrative Mathematics i-Ready Math - computer-based resource					
History		Fishtank Teacher-created materials aligned to standards					
Science		Fishtank Teacher-created materials aligned to state standards Mystery Science OpenSciEd			OpenSciEd		
Visual Arts	VAPA Standards ICEF and teacher-created standard-aligned lessons/materials						
Physical Education	California Physical Education Standards ICEF and teacher-created standard-aligned lessons						
English Language Development		E.L. Achieve and HMH					

Comprehensive Course List

TK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Language TK	Language Kinder	Language 1	Language 2	Language 3	Language 4	Language 5
Reading TK	Reading Kinder	Reading 1	Reading 2	Reading 3	Reading 4	Reading 5
Writing TK	Writing Kinder	Writing 1	Writing 2	Writing 3	Writing 4	Writing 5
Math TK	Math Kinder	Math 1	Math 2	Math 3	Math 4	Math 5
Social Studies TK	Social Studies Kinder	Social Studies 1	Social Studies 2	Social Studies 3	Social Studies 4	Social Studies 5
Science TK	Science Kinder	Science 1	Science 2	Science 3	Science 4	Science 5
VAPA TK	VAPA Kinder	VAPA 1	VAPA 2	VAPA 3	VAPA 4	VAPA 5
PE TK	PE Kinder	PE 1	PE 2	PE 3	PE 4	PE 5
ELD TK	ELD Kinder	ELD 1	ELD 2	ELD 3	ELD 4	ELD 5

TK	Our Transitional Kindergarten approach is a play-based, exploratory learning approach. This approach is grounded in developmentally appropriate practices, it emphasizes exploration, discovery, and inquiry as central to the learning process. Our approach is designed to build foundational skills across all developmental domains — social-emotional, cognitive, physical, and language — while integrating academic content in literacy, math, science, and the arts. Through intentional teaching strategies and engaging learning environments, our TK Classrooms promote curiosity, creativity, and a love of learning, preparing TK students for success in kindergarten and beyond.
English K-5	The English K-5 courses focus on building strong reading, writing, speaking, and listening skills aligned with Common Core standards. Students engage with a variety of texts to enhance comprehension, analyze themes, and develop critical thinking. They will write narratives, informative, and argumentative pieces, emphasizing clarity, structure, and evidence-based arguments. Key skills include mastering grammar, expanding vocabulary, and participating in collaborative discussions to prepare for higher-level literacy. There is also a focus on structured literacy, phonics, and other foundational skills for the younger grades.
Math K-5	Our Math K-5 courses are aligned to the K-5 grade level Common Core standard. Emphasis is placed on reasoning, understanding mathematical relationships, and solving real-world problems through collaborative and independent learning experiences.
History K-5	Our history approach for K-5 is aligned with California History-Social Science Content Standards in alignment to our ELA knowledge building curriculum. The

	course emphasizes critical thinking, analysis of primary sources, and understanding historical connections to the modern world.
Science K-5	Our science approach for K-5 is aligned to the Next Generation Science Standards. Within our approach, students engage in hands-on investigations, develop critical thinking skills, and explore how Earth's processes shape our environment and impact human activity.
Physical Education/ Health Education	Physical Education is a course for students in grades TK-5 that is aligned with the California Physical Education and Health Education Content Standards. The course focuses on developing physical skills, fitness, and healthy lifestyle choices. Students participate in a variety of sports and activities that promote teamwork, self-discipline, and personal health while learning about nutrition, growth & development, mental health, sexual health, alcohol/drug education, and the importance of physical activity for overall well-being.
Art	Our Art courses aligned with the California Visual Arts Standards. The courses encourage creativity and self-expression through various artistic mediums and techniques. Students explore elements of art, design principles, and art history while developing skills in drawing, painting, sculpture, and digital art. The course emphasizes critical thinking, collaboration, and appreciation of diverse artistic perspectives.
ELD	English Language Development is provided to English Learners, is aligned to California ELD standards, and is designed to enhance the language skills of English learners. Students engage in targeted instruction that emphasizes listening, speaking, reading, and writing in meaningful contexts. The course promotes academic language proficiency and cultural understanding, fostering effective communication and collaboration in diverse settings.

INSTRUCTIONAL METHODS AND STRATEGIES

The instructional program at IVEA is designed to develop students into becoming students who have self-efficacy and are motivated to learn and grow. The instructional methods and strategies used at IVEA are designed to ensure IVEA meets the needs of the student population as IVEA works to close the learning and opportunity gap for the students of color IVEA serves. IVEA's instructional methods are aligned to research-based strategies that have been proven to yield strong academic outcomes for students of color. Research that supports these methods include:

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful Teachers of African American Children.* Jossey-Bass. - Findings from this research suggest that Teachers who implement culturally relevant pedagogy significantly enhance the academic performance and self-esteem of African American students. Using these strategies, teachers create a more engaging and supportive learning environment that fosters academic excellence. Successful teachers build strong, trusting relationships with their students, maintain high academic expectations that are aligned to grade level standards, and ensure the curriculum affirms students' identities. This approach has been shown to improve student engagement, self-esteem, and academic outcomes, particularly for students of color, by bridging the gap between home and school cultures.

Black, P., & Wiliam, D. (2009). *Developing the Theory of Formative Assessment.* Educational Assessment, Evaluation and Accountability, 21(1), 5-31. - This research suggests that Formative assessments and data-driven instruction lead to significant gains in student achievement, particularly for marginalized groups. Their research shows that continuous, data-driven feedback allows teachers to adjust instruction to meet the diverse needs of students, creating a more equitable classroom environment. By frequently assessing student progress and providing timely, constructive feedback, teachers can better identify and address learning gaps. This personalized approach supports higher academic achievement, especially for underserved students of color, by promoting a deeper understanding of material and encouraging student ownership of their learning.

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.* - Hammond's research emphasizes how culturally responsive practices can lead to positive academic outcomes for students of color by fostering an equity-based teaching approach. She states that Culturally responsive teaching (CRT) challenges the misconception that students of color need less rigorous instruction. Instead, CRT leverages students' cultural experiences to create cognitively demanding tasks that build academic skills. By setting high expectations and using culturally relevant teaching strategies, educators help students develop the confidence and critical thinking needed to meet academic challenges. Hammond's research shows that this approach not only engages students of color but also promotes deeper learning and academic success by fostering a growth mindset and empowering students to reach their full potential

IVEA incorporates the following methods and strategies within the academic program:

Standards-Based Curriculum and Instruction - ICEF Vista Elementary Academy's curriculum is based on the applicable standards, including but not limited to, the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively the "State Standards"). Teachers utilized ICEF Instructional Guides for all subjects. These guides include units of study over the course of the school year, aligned to specific content standards and assessments for each course. In the book, *What Works in Schools: Translating Research Into Action*, the author Robert Marzano identifies a "guaranteed and viable curriculum" as the school-level factor with the most significant impact on student achievement (Marzano, 2003). Research suggests that the most effective pacing guides prioritize curriculum guidance rather than prescriptive pacing (Wills, J. S., & Sandholtz, J. H. 20107). ICEF Instructional Guides allow for continuity of instruction across all subject areas, and provide teachers with central ideas, standards, exemplary, standards-aligned instructional materials and assessments. This approach allows teachers the freedom to ensure they're introducing content in a deep and meaningful way, but are also given the time to be responsive to student data. Instructional units are designed to provide ample time for data review, reteaching and instructional adjustments to ensure content mastery occurs.

Data Informed Instruction - ICEF Vista Elementary Academy promotes data-informed instructional practices that empower educators to make strategic, evidence-based decisions to enhance student learning outcomes. This approach is deeply rooted in educational research and is structured around four key practices: Weekly Planning Meetings, Weekly Data Meetings, the Get Better Faster Management and Rigor Trajectory, and the use of Interim Assessments. These practices are designed to create a continuous cycle of improvement that drives student achievement and supports educational equity.

- **Weekly Planning Meetings** are a critical component of IVEA's data-informed approach. During these sessions, educators collaborate to design lessons that are both standards-aligned and responsive to student needs. The planning process is informed by data from formative assessments, student work, and previous lessons, allowing teachers to identify gaps in understanding and adjust their instructional strategies accordingly. This practice is supported by research from John Hattie (*Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, 2010*), whose work on visible learning emphasizes the importance of clear learning intentions and success criteria in improving student outcomes. By embedding data analysis into the planning process, IVEA ensures that instruction is purposefully designed to meet students where they are and move them forward.

- Complementing the planning process, **Weekly Data Meetings** focus on the analysis of recent student performance data, such as exit tickets, quizzes, and other formative assessments. Teachers come together to review this data, identify trends, and develop action plans for addressing areas of need. This practice is grounded in the principles of formative assessment outlined by Paul Black and Dylan Wiliam, who argue that regular feedback and data-driven adjustments are essential for effective teaching and learning. IVEA's emphasis on Weekly Data Meetings ensures that instructional decisions are based on real-time evidence, allowing for timely reteaching and interventions that support mastery of grade level standards for all students.

- **Interim Assessments** play a crucial role in IVEA's data-informed practices. These assessments, administered periodically throughout the school year, provide valuable insights into student progress toward mastering key standards. Research by Thomas Guskey on the role of assessment in learning grounds this practice for IVEA and highlights the importance of using assessment data to inform instructional decisions and support student growth. By analyzing interim assessment data, teachers can make informed decisions about pacing, re-teaching, and differentiation, ensuring that instruction remains aligned with student needs and academic goals. Teachers and administrators analyze interim assessment data during pupil-free Data Days to drive instructional improvement. Teachers identify trends, strengths, and areas for growth, enabling them to make informed decisions about their teaching strategies and plan for next steps in their instructional planning.

ICEF Vista Elementary Academy's commitment to data-informed instructional practices is deeply connected to educational research that underscores the importance of evidence-based teaching. Through the integration of Weekly Planning Meetings, Weekly Data Meetings, the Get Better Faster Management and Rigor Trajectory, and Interim Assessments, VPM teachers are equipped to deliver high-quality, responsive instruction that meets the diverse needs of their students. This approach not only drives student achievement but also fosters a culture of continuous improvement and educational equity, ensuring that all students have the opportunity to succeed.

Organized and Systematic Approach to Instructional Delivery - Consistent instructional approaches and strategies are the foundation of an effective educational program. IVEA approaches lesson delivery in various ways to ensure students learn grade level standards and receive quality instruction.

- **Optimize Engaged Time/Time on Task -** The more time students are actively participating in instructional activities, the more they learn. At IVEA, students have plenty of opportunities to get involved and lose themselves in productive, positive work. This

leaves them little time to engage in counterproductive behaviors. Once they start behaving as contributing members of the class, they also start thinking of themselves as positively engaged and enthusiastic students as well. Our teachers use explicit techniques to maximize instructional time, such as Do Now, 100 Percent, On Your Mark, and Tight Transitions (Lemov, D. Teach Like a Champion, 2010).

Additionally, IVEA teachers use a standard entry and exit Google slide configuration that sets expectations for the day's learning. Teachers review the configuration at the start of the period to ensure students are clear and ready to begin productive work. Supported by the work of Dr. Lorraine Monroe, founder of Frederick Douglas Academy in the Harlem neighborhood of New York City, the white board configuration is an instructional accountability system that streamlines the content of the day's lesson. The IVEA whiteboard configuration includes:

- Do Now
- Objective or Learning Target
- Homework
- Agenda

These components help to set clear academic expectations for what students will learn during that lesson, and also serves as a visual cue for the teacher to manage his/her instructional pacing more effectively. Administrators also use this configuration as a tool to identify how well the teacher follows the content, pacing and activities set forth in the day's plan when conducting regular classroom walkthroughs and observations.

- IVEA's instructional approach is further enhanced by the **Get Better Faster Management and Rigor Trajectory**, a framework that provides educators with a clear, research-based roadmap for developing their instructional skills. This trajectory is informed by the work of Doug Lemov, whose "Teach Like a Champion" techniques emphasize the importance of rigorous, high-expectations teaching. The Get Better Faster framework outlines specific practices and milestones that help teachers implement high-impact strategies quickly, leading to rapid improvements in student learning. This approach ensures that educators are constantly refining their practice, with a focus on delivering rigorous and effective instruction.

- **Problem-Based Lesson Design** - Math lessons are delivered using a problem-based lesson approach. The problem-based design creates equitable structures and practices that provide all students with access to grade-level content and provide teachers with necessary guidance to listen to, learn from, and support each student. Lessons include classroom structures that support students in taking risks, engaging in mathematical discourse, productively struggling through problems, and participating in ways that make their ideas visible. "Students learn mathematics as a result of solving problems. Mathematical ideas are the outcomes of the problem-solving experience rather than the elements that must be taught before problem solving" (Hiebert et al., 1996). A problem-based instructional framework supports teachers in structuring lessons so students are the ones doing the problem solving to learn the mathematics, resulting in deeper understanding and stronger mastery of content standards. Math Lessons are introduced in four phases:
    - *Warm-Up* - The warm-up helps students get ready for the day's lesson, or gives students an opportunity to strengthen their number sense or procedural fluency.

- *One or More Instructional Activities* - These activities are the heart of the math lesson. These activities introduce a new concept and associated language, Provide students experience with a new context, or Introduce a new representation.
- *Lesson Synthesis* - The lesson synthesis assists the teacher with ways to help students incorporate new insights gained during the activities into their big-picture understanding. Teachers use this time in any number of ways, including posing questions verbally and calling on volunteers to respond, asking students to respond to prompts in a written journal, asking students to add on to a graphic organizer or concept map, or adding a new component to a persistent display like a word wall.
- *Cool Down* - The cool-down serves as a brief formative assessment to determine whether students understood the lesson. Students' responses to the cool-down can be used to make adjustments to further instruction.

- **Structured Student Talk Routines**
  - IVEA incorporates Structured Student Talk Routines to encourage academic discourse and accountable talk.
  - Planning begins with ensuring that the classroom environment is a space where students are valued, respected, and can respectfully discuss complex texts and topics.
    - Classroom Set Up & Structure
      - The classroom is set up to be student centered and encourage dialogue and collaboration.
      - Students are seated in clusters or communities.
      - Students have specific roles and responsibilities
    - Honoring student experiences
      - Teachers do this by having an asset based view of their students, and a willingness to allow students to define their own identities.
      - The teacher articulates high standards for universal participation, follows through on high standards, and encourages productive struggle.
  - All units come with classroom-ready lessons that are reflective of the student demographics at IVEA. Because the lessons include everything a teacher needs to teach, the teacher can increase their focus on where and how to use SSTR in the lessons. Teachers review the lessons, determine where to ask high leverage questions and plan for student discourse.
    - Teachers provide a clear purpose and prompt for academic interactions where students prompt one another to think, participate and elaborate.
    - Teachers provide feedback on academic conversations but ensure that student talk time surpasses teacher talk time.
    - Teachers may provide students with resources to help them prepare for discussion.
    - Teachers provide students with sentence frames for discussion and may share specific protocols.

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

All of IVEA's core courses align with the CA Common Core State Standards and Next Generation Science Standards. Instructional methods offer rich opportunities for students to engage in content at high levels. Students regularly read and analyze rich texts, and have writing experiences across contents that aid in the mastery of grade level standards and the development of proficient readers and writers. Additionally, the Charter School's approach to teaching mathematics ensures students move beyond computational skills to deep conceptual understanding of mathematical concepts.

IVEA has a robust professional development plan focused on teacher coaching and development. Professional development and coaching are aimed at deepening teachers' understanding of the standards and how they align to quality instruction and assessment. IVEA staff actively engage in regular training and coaching to provide teachers with the tools needed to ensure the students receive individualized support and highly impactful instructional experiences on a daily basis, all with the goal of working toward mastery of grade level content standards and student success.

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

In order to prepare IVEA students for 21st century careers, the Charter School recognizes that technology fluency is critical. The computer-to-student ratio at IVEA is 1:1. Students have access to their assigned computer at school and at home. As digital learning is the new norm, the regular use of Google Classroom allows IVEA teachers to post and monitor work, communicate with students, create and share assessments, and provide feedback in a paperless environment. All students and teachers also have access to Google for Schools accounts and the Google Suite (Google Docs, Google Sheets, Google Slides, Google Forms, Google Sites, Google Draw, Google Meet, and Google Classroom) to produce web-based documents and share them widely. These experiences benefit students academically by helping them to organize their work, manage their time and take ownership of their learning.

Preparing students to adequately develop technology-related skills goes beyond just ensuring they have a device. Digital citizenship lessons at the beginning of the school year are used to prepare students to use technology appropriately and engage in the digital world in a positive manner. Topics include:

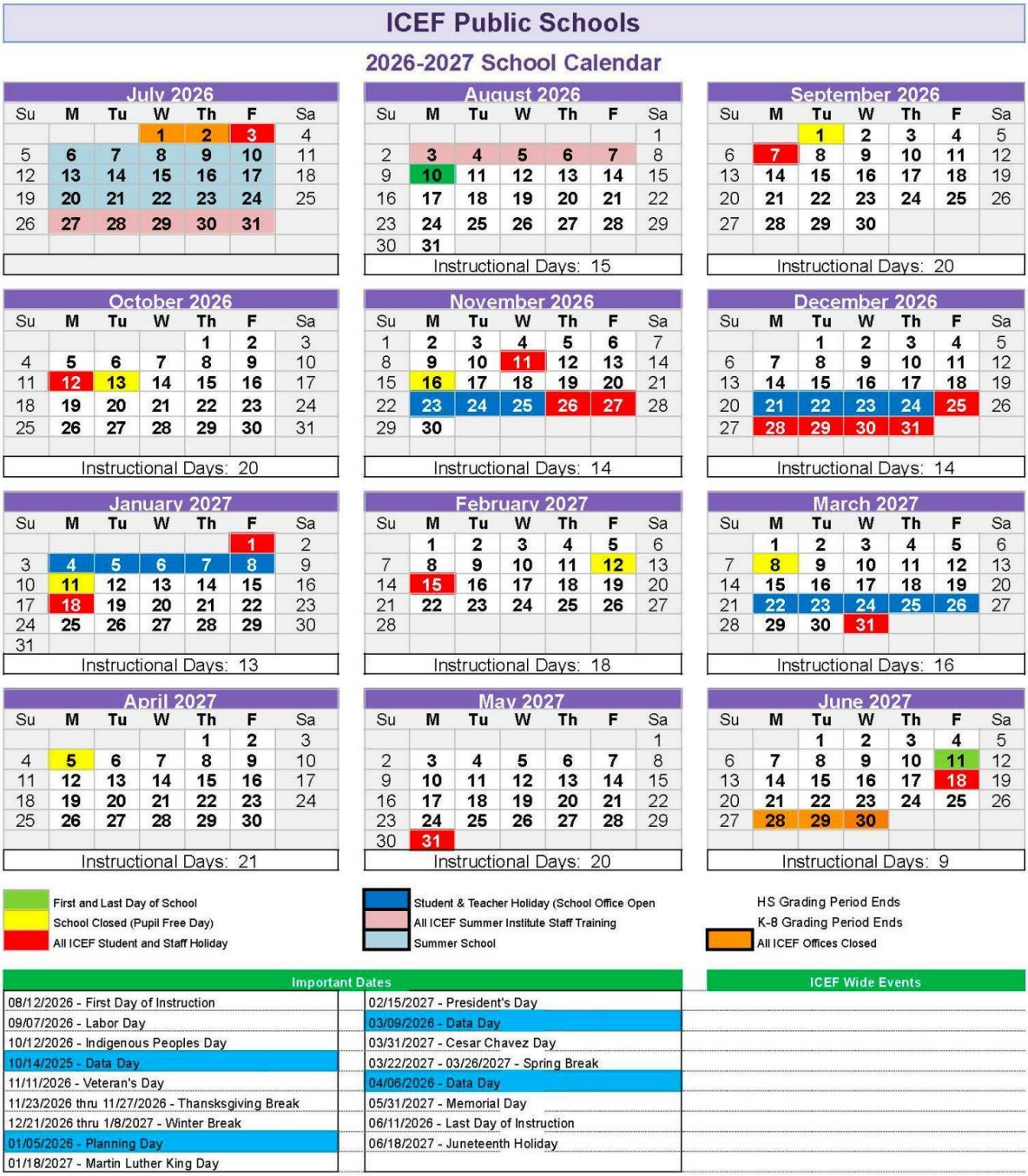
- The Big 4! - Good Digital Citizens:
    - Care for Their Equipment
    - Are Respectful
    - Are Responsible
    - Are Smart
- Media Balance & Well-Being
- Privacy & Your Digital Footprint
- Relationships & Communication
- Cyberbullying
- News & Media - Finding Credible Sources

Throughout the school year, students conduct research online, write papers, create presentations and use a variety of technological tools to communicate and organize their learning. Additionally, online instruction is used to supplement core learning through programs such as i-Ready Math and Reading. Technology is also regularly integrated into assessment experiences through the use of Interim Assessment Blocks, Illuminate Data and Assessment (DnA), and Google Forms.

IVEA may offer Independent Study to meet the educational needs of pupils enrolled. Independent Study is a voluntary optional alternative education designed to teach the knowledge and skills of the core curriculum. When Independent Study is approved by the school principal, IVEA will provide appropriate existing services and resources to enable pupils to complete their independent study successfully. These include curriculum, laptop, wifi/hotspots for the home, live interaction with certificated staff through cloud-based communications platforms such as Zoom or Google Meets, and services outlined in a student's Individualized Education Program (IEP).

To remain consistent with applicable law, an independent study written agreement will be maintained on file for each independent study pupil and shall comply with the Education Code Sections 51745 through 517493 and the provisions of the Charter Schools Act and the State Board of Education regulations adopted there under. IVEA will comply with Education Code Section 51745.6 and California Code of Regulations Section 11704 regarding teacher to ADA limits. No student who qualifies for special education services under the Individuals with Disabilities in Education Act ("IDEA") shall participate in independent study unless it is specifically authorized under his or her Individualized Education Plan.

ACADEMIC CALENDARS AND SCHEDULES



ICEF Public Schools

2026-2027 School Calendar

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 20

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days: 15

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 20

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 20

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional Days: 14

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days: 14

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 13

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Instructional Days: 18

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 16

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Instructional Days: 21

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days: 20

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 9

First and Last Day of School
School Closed (Pupil Free Day)
All ICEF Student and Staff Holiday

Student & Teacher Holiday (School Office Open
All ICEF Summer Institute Staff Training
Summer School

HS Grading Period Ends
K-8 Grading Period Ends
All ICEF Offices Closed

Important Dates	
08/12/2026 - First Day of Instruction	02/15/2027 - President's Day
09/07/2026 - Labor Day	03/09/2026 - Data Day
10/12/2026 - Indigenous Peoples Day	03/31/2027 - Cesar Chavez Day
10/14/2025 - Data Day	03/22/2027 - 03/26/2027 - Spring Break
11/11/2026 - Veteran's Day	04/06/2026 - Data Day
11/23/2026 thru 11/27/2026 - Thansksgiving Break	05/31/2027 - Memorial Day
12/21/2026 thru 1/8/2027 - Winter Break	06/11/2026 - Last Day of Instruction
01/05/2026 - Planning Day	06/18/2027 - Juneteenth Holiday
01/18/2027 - Martin Luther King Day	

ICEF Wide Events

Daily Schedules

Transitional Kindergarten		
Monday, Tuesday, Thursday, Friday Regular Dismissal		
Soft Start Activities	7:30 - 7:55	25 minutes

Community Building	7:55 - 8:15	20 minutes
Centers	8:15 - 9:05	50 minutes
Outdoor Exploration	9:05 - 9:50	45 minutes
Read Aloud	9:50 - 10:15	25 minutes
Small Group Rotations	10:15 - 11:05	50 minutes
Lunch	11:05 - 11:45	40 minutes
Outdoor Exploration	11:45 - 12:05	20 minutes
Quiet Time Activities	12:05 - 12:20	15 minutes
Discussion and Shared Writing	12:20 - 12:40	20 minutes
Music and Movement	12:40 - 12:55	15 minutes
Centers	12:55 - 1:30	35 minutes

Kindergarten		
Monday, Tuesday, Thursday, Friday Regular Dismissal		
Morning Meeting	8:00 - 8:20	20 minutes
Math	8:20 - 9:20	60 minutes
Recess	9:20 - 9:55	35 minutes
University of Florida Literacy Institute (UFLI) Curriculum	9:55 - 10:35	40 minutes
Designated English Language Development	10:35 - 11:00	25 minutes
Science / Social Studies	11:00 - 11:20	20 minutes
Lunch	11:20 - 12:00	40 minutes
Elective	12:00 - 12:50	50 minutes
Reading	12:50 - 1:50	60 minutes
Writing	1:50 - 2:10	20 minutes
Centers	2:10 - 3:10	60 minutes

Grades 3 - 5		
Monday, Tuesday, Thursday, Friday Regular Dismissal		
Morning Meeting	8:00 - 8:15	15 minutes
Elective	8:15 - 9:05	50 minutes
Reading Small Groups	9:05 - 9:35	30 minutes
English Language Development	9:35 - 10:00	25 minutes

Recess	10:00 - 10:15	15 minutes
Reading Small Groups	10:15 - 11:15	60 minutes
Word Analysis	11:15 - 11:25	10 minutes
Writing and Grammar	11:25 - 12:20	55 minutes
Lunch	12:20 - 1:00	40 minutes
Reading Small Groups	1:00 - 1:35	35 minutes
Reading	1:35 - 2:35	60 minutes
Word Analysis	2:35 - 2:45	10 minutes
English Language Development	2:45 - 3:10	25 minutes

Kindergarten		
Wednesday Early Dismissal		
Morning Meeting	8:00 - 8:15	15 minutes
Social Emotional Learning	8:15 - 8:40	25 minutes
University of Florida Literacy Institute (UFLI) Curriculum	8:40 - 9:20	40 minutes
Recess	9:20 - 9:50	30 minutes
Reading	9:50 - 10:50	60 minutes
Math	10:50 - 11:50	60 minutes
Centers	11:50 - 12:40	50 minutes

Grades 1 - 2		
Wednesday Early Dismissal		
Morning Meeting	8:05 - 8:15	10 minutes
Structured Literacy	8: 15 - 8:55	40 minutes
Vocabulary + Reading	8:55 - 9:20	25 minutes
Recess	9:20 - 9:50	30 minutes
Social Emotional Learning	9:50 - 10:20	30 minutes
Math	10:20 - 11:20	60 minutes
Math Centers/Small Groups	11:20 - 11:50	30 minutes
Reading Small Groups	11:50 - 12:40	50 minutes

Grades 3 - 5
Wednesday Early Dismissal

Social Emotional Learning	8:00 - 8:30	30 minutes
Writing and Grammar	8:30 - 9:15	45 minutes
Math or Reading	9:15 - 10:15	60 minutes
Recess	10:15 - 10:30	15 minutes
Centers/Small Groups	10:30 - 11:05	35 minutes
Reading	11:05 - 12:05	60 minutes
Math or Reading Small Group	12:05 - 12:40	35 minutes

Instructional Days and Minutes

Instructional minutes at IVEA exceed the minimum number of annual instructional minutes required for grades TK-5 in California. IVEA offers additional instructional time annually, compared to the minimum required in law. Passing periods and lunch are not counted with instructional time.

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.
K	Yes	141	320	39	285	0	0	0	0	180	36,000	56,235	20,235
1	Yes	141	390	39	280	0	0	0	0	180	50,400	65,910	15,510
2	Yes	141	390	39	285	0	0	0	0	180	50,400	66,105	15,705
3	Yes	141	390	39	285	0	0	0	0	180	50,400	66,105	15,705
4	Yes	141	390	39	165	0	0	0	0	180	54000	61,425	7,425
5	Yes	141	390	39	165	0	0	0	0	180	54000	61,425	7,425

PROFESSIONAL DEVELOPMENT

IVEA is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. IVEA firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment. Accordingly, IVEA implements extensive, targeted professional development strategies that align student and teacher needs. The school leadership team analyzes student achievement, sets goals, and designs a professional development plan for the upcoming year. Using student achievement data and holistic evaluations of teachers, the Principal and Assistant Principals develop a coherent professional development plan that fits the needs of students and teachers aligned with research-based, best practice methodology.

Each year, prior to the opening of school, ICEF teachers across all school sites participate in a two week intensive summer professional development, the ICEF Summer Institute, hosted by the ICEF Academic Team that addresses a variety of instructional topics. The sessions are conducted by various experts – the ICEF Academic Team, Principals, Instructional Specialists, Teacher Leaders and outside consultants. Topics covered include: classroom management, social emotional learning/ICEF Embrace the Mind, parent/family connections, data informed instruction, Equity, yearly ICEF Instructional Initiatives, curriculum implementation, instructional guides/pacing, Multi-Tiered Systems of Support (MTSS) / Response To Intervention (RTI), and Universal Design for Learning.

IVEA offers engaging, interactive and ongoing professional development throughout the school year as described below. The school incorporates principles outlined by Linda Darling-Hammond, Doug Lemov and Paul Bambrick-Santoyo. Research also maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. “Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools” (Dufour, DuFour, & Eaker, 2008). Professional development experiences at IVEA take on many forms:

Sample PD Calendar 2026-2027 School Year

Date	Topics
August	● Beginning of Year Updates ● Strong Start (launching a strong start to school and classroom culture) ● Deepening Content Understanding ● Unit and Lesson Planning (1.0) ● ELA Specific: Text First Planning ● Diverse Learner Support Best Practices & Updates ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback
September	● Network Planning Day ● Strong Start Continuation ● Lesson Internalization 2.0 ● Independent Practice ● IA Analysis and Action Planning ● Implementation of HQIM ● ELA Specific: Text first planning 2.0, integration of close reading strategies ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics
October	● Network Planning Day ● Independent Practice 2.0 ● Academic Monitoring 1.0 ● Weekly Planning Meetings ● Weekly Data Meetings

	● Practice Clinics ● Real time feedback
November	● Network Data Day ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback
December	● Strong Start 2.0 Reboot ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback
January	● Network Planning Day ● Academic Monitoring 2.0 ● Monitor the Learning ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback
February	● Network Planning Day ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback
March	● Network Data Day ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback
April	● Network Data Day ● SBAC Olympics ● Weekly Planning Meetings ● Weekly Data Meetings ● Practice Clinics ● Real-time Feedback

IVEA engages in the following modes for professional development delivery:

- **Professional Learning Communities (PLCs)** - Staff at IVEA work in professional learning communities and have the mindset that remains focused on ensuring there is evidence of student learning. PLC's are teams of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. IVEA teachers meet in PLCs weekly to review student data, discuss progress and make plans for responding to data. These meetings are led by Teacher Leaders, and/or administrators. PLC time provides teacher teams with the space to engage in ongoing cycles of inquiry that promote deep team learning, and in turn leads to improved levels of student achievement

- **Wednesday Professional Development** - Weekly Wednesday "Early Dismissal" Professional Development days provide a dedicated two hour block of time for IVEA staff to engage in professional development. IVEA leadership creates a professional development calendar at the start of the year aligned to ICEF Public Schools Instructional Initiatives and IVEA's data-based priorities. These professional development sessions involve collaborative learning experiences among teachers and staff, engagement in the practical tasks of planning instruction and analysis of assessment data, professional learning provided by experts (Principal, Assistant Principal, Teacher Leaders, consultants) as well as modeling, coaching, and problem solving around specific problems of practice. The ultimate goal of weekly professional development experiences is for teachers to walk away with concrete practices that will powerfully impact student learning and their growth as teachers. Topics have included:
    - Weekly Data Meetings
    - Weekly Planning Meetings
    - Observation & Feedback Meetings
    - Get Better Faster Scope and Sequence
    - Literacy Instruction/Science of Reading
    - Equitable Math Instruction
    - Structured Student Talk Routines
    - Universal Design for Learning
    - Unit Planning Time - Unpacking standards & planning for instruction
    - i-Ready Data Analysis & Planning for Personalized Instruction
    - Understanding ELD Standards
    - English Language Development - Instructional Strategies
    - Implicit Bias and Its Impact on Student Outcomes
    - Differentiating Instruction (At-Promise & Gifted Students)
    - Math Language Routines
    - Positive Behavior Intervention and Support (PBIS)
    - SEL Strategies/ICEF Embrace the Mind
    - Integrating Technology
    - Special Education: legal timelines, policies, IEP process, assessments, team teaching models, accommodations & modifications, and strategies for working with students with special needs
    - Meeting the Needs of All Students
    - Achieve 3000 Data Analysis and Implementing 5-Step Lesson

- **Instructional Rounds** - Instructional Rounds are a practice adapted to education from the field of medicine. These experiences offer a structure for educators to work together to identify and solve common problems related to learning and teaching. The practice of conducting instructional rounds rests on the idea that teachers can improve their craft when they observe one another, talk with one another, and reflect with one another. In *Making the Most of Instructional Rounds*, Robert Marzano calls instructional rounds "one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration." Marzano identifies the purpose of instructional rounds as one in which teachers "compare their own instructional practices with those of the teachers they observe" through discussion and self-reflection. Instructional Rounds at IVEA are scheduled throughout the school year. Rounds always include teachers, and are led by members of the ICEF Academic Team, School Leaders and/or Teacher Leaders.

- **Data Days** - Pupil-free Data Days are an essential component in IVEA's data-informed instructional practices to ensure there is time and space for teachers and administrators to analyze interim assessment data and drive instructional improvement. These designated days allow teachers to come together without the distraction of classroom responsibilities to thoroughly review and interpret student performance data from interim assessments. The primary purpose is to identify trends, strengths, and areas for growth, enabling educators to make informed decisions about their teaching strategies. By collaboratively analyzing this data, teachers can pinpoint specific learning gaps, adjust their instructional plans, and implement targeted interventions. This dedicated time ensures that data-informed insights are effectively translated into actionable steps, ultimately enhancing student outcomes and supporting a more responsive and effective educational environment.

- **Observation/Feedback Cycles** - Administrators observe classroom instruction based on established criteria from the Get Better Faster scope and sequence. During these observations, the focus is on key instructional practices, such as lesson delivery, student engagement, and effective questioning techniques. Administrators use the Get Better Faster framework to assess the quality of instruction and gather evidence on how well teachers are implementing high-impact strategies. Following administrators and teachers discuss the observed lesson, highlighting strengths and identifying areas for growth. The feedback is grounded in the Get Better Faster scope and sequence, and teachers receive a specific action step on a specific instructional practice within the framework. This targeted feedback helps teachers refine their techniques, set clear goals for improvement, and implement strategies that are proven to enhance student learning.

- **Leadership Professional Development** - IVEA's administrators and Instructional Specialists receive professional development through the Relay Graduate School of Education. This professional development series provides intensive training in effective school leadership practices, including data-informed decision-making, instructional coaching, implementing rigorous curricula, and strategic planning. The fellowship combines hands-on experience with theoretical knowledge, equipping instructional leaders with the skills needed to drive school-wide improvements and create equitable learning environments.

- **ICEF Cadre Meetings** - ICEF Public Schools brings teachers across the network together each month to engage in professional learning experiences. These meetings provide teachers the opportunity to collaborate with teachers from different schools, to learn together and share best practices. Evidence from research conducted at Baker University in 2022 builds a consensus that teacher collaboration is "a key element in driving school improvement." Collaboration experiences create an environment for IVEA teachers to improve their practice, and support a culture of continuous learning.

TEACHER RECRUITMENT

IVEA recognizes that capable teachers and quality teaching play a significant role in the academic achievement of students. Recruitment, professional development and support along with retention of the highest quality faculty are core components to strong student outcomes. IVEA works to hire diverse teachers who reflect the demographics of the community we serve, have strong content knowledge, and who are committed to the mission and vision of ICEF Public Schools. New faculty members are recruited through various communication channels, including

local university newspapers and career offices, education networking websites (California Charter Schools Association, Charter Schools Development Center, Teach for America, EdJoin, LinkedIn, idealist.org, etc.), the school website, career fairs, and word of mouth referrals.

The ICEF Human Resources Department reviews all resumes, credentials, letters of recommendation and responses to screening questions to determine which candidates will be interviewed for open positions. Following a phone screening interview, candidates are invited to visit the campus for an interview with school leadership. The interview process typically includes a panel interview, lesson plan review, demo lesson, and feedback to the candidate. School leadership identifies candidates they would like to offer employment to Human Resources, who contacts references and reviews letters of recommendation. ICEF HR verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses the appropriate credential/subject authorization that meets state and applicable Every Student Succeeds Act (ESSA) requirements to teach the subject that he/she is being hired to teach. Qualified candidates are then offered employment through a written offer of employment. Before beginning work, candidates must have an appropriate credential, legal clearance, and a negative Tuberculosis (TB) test result.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

According to the California Department of Education's DataQuest website, IVEA has a high number of English Learners ("EL") students, 25.9% of our student population in the most recent school year, (2024-25), compared to the district's overall rate of 18.6%. IVEA's instructional program is designed to promote the academic and social success of all students, including ELs, with targeted support and interventions. The ICEF EL Master Plan guides the implementation of the IVEA instructional program for English Learners. The ICEF Academic Team, in collaboration with school administrators, teachers and families review and revise the EL Master Plan each year to ensure the plan aligns with best practices, current research, state guidelines, and the specific needs of the student population based on the review of academic outcome data. The EL Master Plan is then presented to the ICEF Board of Directors for review and formal approval.

Process for Identifying English Learners

The enrollment process begins when a parent or guardian enrolls their child in an ICEF school. Each school office will have an appropriate staff member available to provide consistent information about the instructional program options offered to ELs. All information is provided in both English and Spanish. Effort is made to ensure the enrollment process is as convenient and efficient as possible for parents.

Home Language Survey

ICEF Public Schools will administer the home language survey upon a student's initial enrollment into school, provided in the enrollment packet. The purpose of the Home Language Survey (HLS) is to determine if a language other than English is used in the student's home.

The information provided is kept on file as the official information until the initial (first) HLS survey completed is obtained from LAUSD or another sending school. The initial (first) HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained after that in the ICEF Student Information System (PowerSchool) and the student's Master Plan Folder, located in the child's cumulative

record. Should LAUSD make their student information system available to and required for independent charter schools, ICEF schools will comply with its required use as appropriate.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language do the adults at home most often use?

These questions are used to determine a student's home language status as follows:

- English Only (EO)
  If the answers to the four questions on the HLS are "English", the child is classified as English Only.

- Possible English Learner (EL)
  If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/Guardian requires an interpreter to communicate in English
- Parent/Guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- After having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, the student demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated school staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

> **NOTE:** When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the ELPAC, any changes to the HLS will not affect the student's official

language classification. If the parent amends the HLS prior to ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Program for English Learners

The IVEA program to support English Learners is based on the California English Language Development (ELD) Standards. In 2012, California adopted new English Language Development Standards to align with the Common Core State Standards. The CA ELD standards are designed to be used in tandem with the Common Core State Standards for English-Language Arts and Literacy to amplify the critical language and knowledge skills to be successful in school and in life. These standards strengthen ELD opportunities through integrated core content instruction and in targeted English Language Development.

According to the CCSS, students are required to demonstrate the following language skills in English Language Arts/Literacy:

- Comprehend and evaluate complex text across a range of types and disciplines
- Construct effective arguments
- Convey intricate or multifaceted information
- Discern a speaker's key points
- Request clarification
- Ask relevant questions
- Build on others' ideas
- Articulate their own ideas
- Confirm they have been understood

It is the Charter School's goal that IVEA students who are English Learners develop oral, written, and reading language proficiency in order to have access to high-quality educational opportunities. Under the CCSS, IVEA English Language Learners are the most challenged by the demands of content area reading and academic language. IVEA students receive both designated and integrated ELD instruction for these purposes.

English Learners require a systematic and explicit approach to teaching and practicing academic English, identified as designated ELD instruction (Goldenberg, 2008). Students with an English Learner designation receive dedicated ELD instruction provided by fully credentialed teachers during the Academic Intervention period. In addition to language support provided in the content classes, students classified as English Learners in need of this additional support are scheduled to this period that is designed specifically to strengthen ELs' English proficiency in the ELD standards. During this designated ELD time, students are explicitly taught forms and functions of language, which are intentionally sequenced across the levels of language development to reflect a research-based linguistic progression for language learning. Students are also taught high-utility vocabulary that they are unlikely to learn on their own or during other instructional blocks. This learning takes place through oral and written language practice in meaningful contexts.

Integrated ELD instruction provides English Learners with language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and acquire academic language in order to achieve the learning objective for the lesson.

Strategies and Resources for Integrated ELD

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

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

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

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

- ***Academic Discourse Opportunities*** - Students are given frequent opportunities and support to engage in academic discourse. Support includes, but is not limited to, sentence stems, modeling, intentional partnerships, and strategies to reduce students' affective filters and Structured Student Talk Routines. The teacher facilitates conversations in whole class or small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.

- ***Specially Designed Academic Instruction in English (SDAIE) Strategies*** -. SDAIE instruction is a methodology that synthesizes the best practices of content area teaching and language acquisition. It was developed to meet the needs of students with limited academic English skills, many of whom struggle to process verbal clues (spoken & written) without extra support. Key features include low affective filter, modified teacher speech, contextual clues for students, multisensory experiences, comprehensible input, frequent comprehension checks, formative assessments, appropriate lesson design, and content driven instruction.

English Language Proficiency Assessment - The English Language Proficiency Assessments for California system is aligned to the 2012 ELD Standards. The ELPAC is administered as the state's measure of English Language Proficiency ("ELP") and for federal accountability under Title III of the Elementary and Secondary Education Act. All IVEA teachers are trained on best practices for supporting EL students in their classrooms using the strategies and protocols mentioned above.

Results of the prior year's ELPAC are shared with teachers, students and their parents/guardians. In the designated ELD class, teachers review the components of the assessment and what each score represents. This transparent data conversation opens up one-on-one discussions and goal setting for students to use as benchmarks as they prepare for the current year's ELPAC. Parents/guardians of ELs are invited to a family meeting led by the Principal and ELD Coordinator where a hands-on presentation in both English and Spanish guides families through the purpose of the ELPAC, test structure, and how to support their student's growth at home. This collaborative

approach to data review and goal setting has a positive impact on students', teachers' and parents' understanding of the ELPAC and reclassification.

Initial Identification and Reclassification Using ELPAC -

- ***Criteria for Identification of Initial Fluent English Proficient ("IFEP") -*** Students who receive a score consistent with the PLD of "IFEP" after administration of the initial ELPAC will be considered as Initial Fluent English Proficient and no longer be considered an English Learner
- ***Reclassification Criteria -*** In January 2019, based on the new 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC **Overall Performance Level ("PL") 4** as the statewide standardized ELP criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. Therefore, ICEF Public Schools and IVEA uses the Overall Performance Level of 4 to determine whether a student has met the ELP assessment criterion. In addition to Summative ELPAC results as one of the criteria for considering the reclassification of English learners to fluent English proficiency, three other criteria are in place for reclassification. Additional criteria include:
    - 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.
    - Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
    - Parent opinion and consultation.

<table>
<tr><th colspan="3">ICEF Public Schools - Reclassification Criteria</th></tr>
<tr><th>Scholars without a disability</th><th>Scholars with a mild / moderate disability</th><th>Scholars with a moderate / severe disability</th></tr>
<tr><td>Definition: Scholars without an IEP</td><td>Definition: Scholars with an IEP who are designated to take CAASPP</td><td>Definition: Scholars with an IEP who are on an alternate curriculum and designated to take CAA, per their IEP</td></tr>
<tr><td>1 Assessment of Language Proficiency:
ELPAC: Score of 4</td><td>1 Assessment of Language Proficiency:
ELPAC: Score of 3 or 4
If a student with a disability scores below a 4, we will follow LAUSD's further guidance on reclassification of English Learners with disabilities.</td><td>1 Assessment of Language Proficiency:
VCCALPS: Score of basic or higher</td></tr>
<tr><td>2 Teacher Evaluation:
TK-5: Score of 2 or higher in ELA
8-12: ELA Grade of C (2.0) or higher</td><td>2 Teacher Evaluation:
TK-5: Score of 2 or higher in ELA
8-12: ELA Grade of C (2.0) or higher</td><td>2 Teacher Evaluation:
Teacher recommendation</td></tr>
<tr><td>3 Basic Skills Assessment:
Verified Data OR Lexile OR CAASPP
<table>
<tr><th></th><th>ES</th><th>MS</th><th>HS</th></tr>
<tr><td>Dibels</td><td colspan="3">Composite score of benchmark or above</td></tr>
<tr><td>iReady</td><td colspan="3">K-2: 75th %ile
3-12: 50th %ile or Approaching grade level or higher</td></tr>
<tr><td>Star</td><td>-</td><td>-</td><td>50th %ile</td></tr>
<tr><td>Lexile</td><td>-</td><td>740</td><td>830</td></tr>
<tr><td>CAASPP</td><td colspan="3">2</td></tr>
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</table></td><td>3 Basic Skills Assessment:
Score of Basic or higher on CAA OR meets any of the criteria to the left</td></tr>
<tr><td>4 Parent Opinion and Consultation
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</table>

Considerations and Support for Long Term English Learners

The goals of these supports are to accelerate the English language development of Long Term English Learners (LTELs) and to attain academic proficiency in core content subjects for ELs who have attended school in the US for more than four full years (i.e., beginning their fifth year and beyond), but still have not met the criteria to be reclassified. These supports ultimately aim to reduce the risk of dropping out of school, ensure that these students are able to perform at a level

comparable to their native-English speaking peers, have access to and meet A-G graduation requirements to be college-prepared and career-ready.

Special Considerations and Supports for LTELs include:

- ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in organization strategies and support for other content classes.
- Access to instruction aligned to content standards. Students clustered in heterogeneous Mainstream English content classes.
- Explicit language and literacy development across curriculum using SDAIE strategies.
- Focus on study skills and critical thinking in all content areas.
- Counselor or EL designee to monitor LTEL language proficiency level, test results, goals for meeting grade level standards, and progress toward reclassification.
- ICEF data systems are configured to identify and monitor progress of LTELs for teachers and administrators.
- Additional parent notifications regarding LTEL status.
- Students also meet at least twice a year with a designated faculty member to review progress, program placement, test results, and goals for meeting reclassification criteria and accelerated academic progress targets.

EL Students not Meeting Minimum Progress Expectations - The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the students' instructional program and when students require additional support. All ELs at IVEA are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specific areas of need as well as the intervention(s) that are being provided.

The progress benchmarks described in ICEF Public Schools EL Master Plan are annual benchmarks, but students must be monitored more frequently to ensure that academic deficits do not develop. It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several "true peers" are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students' true peers, the student requires additional support in the form of an intervention.

EL Program Monitoring, Evaluation and Accountability - ICEF Public Schools and IVEA are committed to monitoring the progress of EL student academic achievement, implementation of its EL policies, programs and services, as well as their effectiveness in order to continuously improve them and to hold schools accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor progress of EL students towards reclassification
- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes
- Determine effectiveness of programs, services and processes in promoting EL linguistic and academic success, and college and career readiness;
- Provide useful, timely feedback and identify needed modifications and actionable

information to all educators and stakeholders in the system;
- Support continuous improvement of EL student achievement and the implementation of instructional and support services, and identify needed modifications; and
- Include EL Reclassification as a measurable accountability target for all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

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

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

- ELPAC Scores
- ELD Progress Notes
- Lexile or Grade Level Measures or iReady Reading
- State Benchmark Assessments
- Curriculum Embedded Assessments

Students not making adequate progress will be provided intervention services. These interventions can include additional ELD instruction, extended day with ELD tutoring, summer session, and other instructional support to help the student quickly accelerate to the expected level of English proficiency.

IVEA teachers are provided current EL Progress Monitoring reports and At-Risk reports at the midpoint of each reporting period for all of their students. These reports will be prepared by the Data Team and include at minimum:

- Progress toward Minimum Progress Expectations by instructional program
- Prior language assessment results for current and previous years.
- Number of years in the EL program
- CAASPP scores in ELA for current and previous years
- Current Benchmark Scores
- Overall GPA for secondary students
- Current progress reports the student may have received
- Additional risk factors such as attendance, suspensions, below grade level reporting marks

These regular reports serve to remind teachers of their ELs' status and progress toward the expected benchmarks of achievement. While some of these data points do not change over the school year, it is imperative that school leaders and teachers review and monitor these progress reports closely in order to intervene in a timely manner if adequate progress is not being made.

Annual Evaluation of the English Learner Program

Leadership engages in an annual evaluation of the English Learner (EL) program to ensure the Feffectiveness of instructional strategies and support services. This evaluation process involves the following key steps:

- *Data Collection* - School leadership gathers comprehensive data on English Learner performance, including SBAC test scores, data from verified data assessments, reclassification rates, language acquisition, attendance, and SEL data. Additionally, empathy interviews and surveys are used to collect qualitative data from students, parents, and teachers to understand their experiences with the EL program. Data is then analyzed to identify trends, strengths, and areas for improvement within the EL program.
- *Program Review and Goal Setting* - Through the analysis of data to identify strengths and opportunities for growth, the team reviews the curriculum, instructional methods, and support services to determine whether they effectively meet the needs of English Learners. Goals are set for the coming year that are designed to ensure improved outcomes in the area of achievement, language acquisition and reclassification.
- *Action Plan Creation, Implementation and Monitoring* - The team then develops an action plan for implementing any recommended changes to the EL program to ensure effective execution. A system for ongoing monitoring and evaluation of the EL program throughout the school year is established. This allows for timely adjustments based on emerging needs and ensures that the program remains responsive to the evolving needs of English Learners.

GIFTED AND TALENTED STUDENTS

At ICEF Vista Elementary Academy, students may qualify for GATE (Gifted and Talented Education) identification through multiple pathways. Students who score Level 4 – Standard Exceeded on the SBAC assessment in either Math or ELA for three consecutive years are granted GATE status. Students who transfer to IVEA with previously identified GATE status retain their designation. Additionally, parents may request a GATE evaluation for their child. As part of the identification process, the OLSAT (Otis-Lennon School Ability Test) may be administered to assess cognitive abilities. The evaluation also includes academic achievement data, behavioral observations, teacher input, parent rating scales, and interviews with the student and teacher, conducted or coordinated by the school psychologist. Based on the percentile score, the school may further refer the student to gifted testing by their local district.

Each year the Principal or Assistant principal reviews the individual student score reports from the SBAC assessments to identify students who may earn GATE status. Students and families are informed and provided guidance on how to support their child. Parent meetings are held throughout the year for parent education and support. Additional supports include individualized learning plans for GATE students, workshops for parents to understand how to advocate for the needs of their child within the educational system, suggestions for enrichment activities they can involve their child in outside of school, and supports for the social emotional development of GATE students through counseling and affinity groups within the school community. By providing these forms of support, IVEA seeks to help parents feel empowered and informed about their child's educational journey as a GATE student, ultimately fostering an environment that promotes the child's academic and personal growth.

All students at IVEA receive rigorous and relevant instruction in which they can express their learning through various tasks – paper and pencil, performance, exhibitions, portfolios, projects, and others. Our curriculum is designed to challenge and develop the learning needs of every student.Advanced learning plans provide support for students accelerating beyond the curriculum

in the same way they do for students with particular learning needs. Parents meet with the onsite GATE designee (the Principal or Assistant Principal) to review the learning plan. Plans are reviewed every 6-10 weeks based on the content included and student goals. IVEA instructional staff receive training on differentiated instruction, particularly for those students who are identified as gifted and talented. These approaches include offering tasks with complexity, open-endedness and/or with greater independence. Additionally, our Intervention Period provides opportunities for GATE students to self-select enrichment experiences, along with an opportunity for them to receive additional tutoring by teachers outside of school hours.

STUDENTS ACHIEVING BELOW GRADE LEVEL

IVEA expects that many students enrolling at IVEA will enter already achieving below or significantly below grade level in at least one content area. Students will be targeted for intervention based on data from diagnostic assessments administered at the beginning of the school year. Teachers work with each of these students to develop goals that support growth toward high academic standards, and start from where each student is currently performing.

Throughout the year, teachers will use data from ICEF Interim Assessments, curriculum assessments, unit and other formative assessments, adaptive online programs, and daily exit ticket data to review and analyze student performance. Teachers engage in Weekly Data Meetings to monitor students' progress, gaps in learning, and to plan reteaching experiences. Every six weeks, students will receive progress reports detailing their performance in core curricular areas.

Teachers will regularly meet with students in flexible groups during the core instructional block to provide strategic instruction that meets their needs. This instruction occurs daily during the core classroom period, as well as the Academic Intervention period Instruction four times each week.

Additionally, the daily Intervention Period is a crucial component of our strategy to support low-performing students and enhance their academic outcomes. This dedicated time allows teachers to conduct focused, small-group interventions tailored to address specific skills gaps and learning challenges. Students benefit from personalized instruction designed to target their unique needs, fostering a more effective learning environment. Additionally, the intervention period includes collaborative learning activities, where students work together to reinforce concepts and develop critical thinking skills. To further support individualized learning, students also engage with online reading and math intervention programs that provide targeted practice and real-time feedback. This blended approach of direct teacher intervention, peer collaboration, and technology-driven support ensures that students receive comprehensive and varied forms of assistance, helping them to make significant academic progress and achieve their full potential.

Students in danger of not meeting grade level standards will be identified to participate in the After School Intervention Program. This intervention is provided by IVEA teachers, targeting specific learning targets/standards that align to current content instruction during the school day. Teachers also work together with the students and their parent/guardian to remediate missing assignments and offer opportunities for grade level mastery by extending deadlines on most assignments and assigning students to weekly office hours for additional support before school.

Students who continue to struggle academically may be referred to the Student Support and Progress Team ("SSPT") for additional intervention. Teachers meet monthly for grade level meetings to review student data and discuss students who are at risk of not being successful. If

a student is experiencing challenges in multiple areas/classes, the team refers the student for an SSPT, which is described earlier in this section of the Petition.

Additional Strategies to Improve the Performance of Below Grade-Level Students

- Students will participate in the IVEA Summer Program. This program focuses on both academic intervention and enrichment (STEM, leadership, visual arts, performing arts, chess, debate, yoga, mentorship groups, etc.) experiences that support student growth in reading and math, and also spark interest and curiosity in other content areas and support students in developing life skills.
- Staff professional development is regularly devoted to strategies for differentiating instruction, including how to meet both the needs of low achieving students and gifted students.
- Instructional Aides are utilized during core and academic intervention periods to support teachers with small group instruction
- Parent Engagement – Parent Engagement Nights, Back to school Night, Parent Data Nights – all focused on providing parents with information regarding their child's academic program and strategies for supporting their child academically at home.
- A list of available tutoring, library and enrichment resources will be made available for parents of all students.
- Although provided to all students, IVEA believes that real-world, experiential learning – including content-related field trips, guest speakers and assemblies — support below grade level students by increasing student engagement and sparking student interest and excitement about learning. These experiential learning opportunities can provide concrete examples and hands-on experiences that make abstract concepts more accessible to students who may struggle academically. The overall goal of these experiences is to boost confidence and self-esteem, increase engagement, understanding, and social-emotional growth, to ultimately contribute to improved academic outcomes.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Given that over 98.5% of the ICEF Vista Elementary Academy student population qualifies for free and reduced price meals, many of the same universal interventions and strategies described in this petition are employed school-wide to support the academic growth and development of this target population. In addition to the student-centered, data-driven, and wellness-focused approach to educating the whole child, the IVEA instructional model and intervention strategies are designed for educational equity and ensure that every student has the opportunity to succeed. We recognize that low-income students often face systemic barriers and resource limitations that can impact their academic achievement. To address these challenges, our school implements a range of targeted interventions designed to level the playing field. By focusing on personalized learning strategies, culturally responsive teaching, and strong community partnerships, we aim to remove obstacles to learning and create a more equitable educational environment where all students can thrive regardless of their socioeconomic background.

Should a student demonstrate a below grade level readiness, the Student Support and Progress Team (SSPT) will convene to develop a plan of success for that student. As shared previously, the SSPT is a component of the Response to Intervention (RTI) plan to provide assistance in the general education classroom to students with academic and behavioral needs as described above. The team may recommend accommodations and intervention strategies that will support the student in participating more effectively and successfully in the regular classroom.

Additionally, our focus on mental health supports the whole-child approach in ensuring student success for all students, but particularly socioeconomically disadvantaged students. The impacts of poverty have become one of the most prevalent indicators of low academic achievement and mental wellness in schools today (McKenzie, 2019, *The Effects of Poverty on Academic Achievement*). IVEA believes that students learn and work best when they are balanced, peaceful, and emotionally healthy. Through the Charter School's comprehensive, school-based mental health program, ICEF Embrace the Mind, IVEA supplies students with tools needed to handle difficult life circumstances, understand themselves and how they navigate the world, in an effort to be in their best physical, mental and emotional state everyday, all with the ultimate goal of a positive impact on student academic success.

STUDENTS IN OTHER SUBGROUPS

Students With Disabilities

The FSDRL contains all provisions necessary to address matters related to students with disabilities and special education.

Homeless/Foster Youth

As noted throughout this petition, ICEF Vista Elementary Academy's program is designed to offer a student-centered, whole-child instructional environment that will serve individual student needs, including the needs of students who may be in foster care or identified as homeless. IVEA's Homeless/Foster Liaison provides comprehensive support to foster students and those students experiencing homelessness. The Homeless/Foster Liaison receives professional development yearly to ensure they are up-to-date on laws and resources that can benefit this population.

IVEA identifies foster/homeless students through questionnaires at the time of enrollment, and annually for returning students. Identification of these specialized student populations is a personal and sensitive matter. IVEA school staff treats this information with sensitivity and ensures that the identification of these student populations is confidential, unless required to disclose. IVEA follows the District's policy bulletin on the educational rights and guidelines for youth in foster care, experiencing homelessness, and/or involved in the juvenile justice system.

As a California Community School, ICEF Vista Elementary Academy is dedicated to providing comprehensive support for homeless and foster youth, as well as their families, to ensure that they have the resources and stability needed for academic success. These supports include connecting families with social services resources, providing a welcoming school environment where families feel safe and supported, ensuring homeless/foster youth receive the academic supports they need, and advocating for homeless/foster families to ensure their voices are elevated without our school community. Our goal is to create an inclusive and supportive environment where homeless and foster youth can thrive academically and personally, overcoming the challenges they face and achieving their full potential.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES & 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, LCFF State Priorities Table in accordance with the Requirements Of California Education Code § 47605(c)(5)(A)(ii).

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, LCFF State Priorities Table in accordance with the Requirements Of California Education Code § 47605(c)(5)(A)(ii).

OTHER PERFORMANCE TARGETS

Please see Element 1, LCFF State Priorities Table**.**

METHOD OF MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT

Beyond mandated state assessments, IVEA utilizes frequent, authentic assessments to evaluate academic progress of individual students and key subgroups, measure the effectiveness of curriculum and instruction, and appropriately guide school planning. IVEA commits to consistent data analysis of student progress and to use the data in order to improve the instructional program. Assessments are consistent with the standards set forth by the CCSS and are utilized as tools to determine student's learning needs. IVEA utilizes the following:

- **Normed-Referenced Assessments** - IVEA uses norm-referenced assessments that meet the criteria for verified data (nationally, recognized, valid, peer-reviewed, and reliable sources that are externally produced). Currently, the iReady Reading and iReady Math assessments are administered at the beginning of the year (within the first six weeks of school) at the mid-year point, and at the end of the year (in the last six weeks of school). iReady uses personalized growth targets to measure student progress throughout the school year. The typical growth target is a benchmark that reflects the amount of progress a student is expected to make in a specific period, based on their starting point and grade level. These targets are tailored to each student, taking into account their initial performance on the assessment. Achieving the typical growth target indicates that a student is making sufficient progress toward meeting or exceeding grade-level expectations by the end of the year. This approach allows teachers to track individual student growth and adjust instruction to better meet each student's needs.

- **ICEF Interim Assessments** - ICEF Public Schools developed interim assessments are strategically designed to assess students' mastery of priority standards throughout the school year. These assessments are closely aligned with the instructional pacing of our curriculum, ensuring that they reflect the specific skills and knowledge students are expected to have acquired at each point in the academic calendar. Administered at regular intervals, the interim assessments provide timely data on student progress, allowing teachers to make informed instructional decisions and adjust their teaching strategies to address any gaps in learning. By focusing on the most critical standards, these assessments help ensure that all students are on track to meet grade-level expectations and are well-prepared for end-of-year summative assessments.

- **Smarter Balanced Interim Assessment Block ("IAB")** assessments are administered throughout the school year, in alignment with curriculum pacing of instructional units tied to specific Common Core State Standards. IAB score reports focus on a smaller set of skills and provide targeted information about student performance on a related set of standards. IAB results are reported on three classifications: "Below Standard", "Near Standard", and "Above Standard". Teachers analyze IAB assessment data and use the data to inform instruction and intervention.

- **Classroom Assessments -** Teachers utilize curriculum-provided formative assessments to measure students' daily learning and understanding of lessons. This includes, assessment for and of learning that include entrance tickets, exit tickets, quizzes, student reflections, on-demand writings, etc. The data from each assessment as well as classroom standards-based assignments identifies each student's standard mastery and are intentionally used throughout the year in Weekly Data Meetings to identify gaps in learning and to guide instruction/intervention.

DATA ANALYSIS AND REPORTING

IVEA administrators, teachers and ICEF Academic Team members regularly analyze student data to identify strengths and weaknesses, address student misconceptions, and create action plans for instruction and intervention utilizing the following processes:

- **Weekly Data Meetings -** Teachers and administrators engage in Weekly Data Meetings throughout the school year. Weekly Data Meetings focus on the analysis of recent student performance data, such as exit tickets, quizzes, and other formative assessments. Teachers come together to review this data, identify trends, and develop action plans for addressing areas of need. This practice is grounded in the principles of formative assessment outlined by Paul Black and Dylan Wiliam, who argue that regular feedback and data-informed adjustments are essential for effective teaching and learning. IVEA's emphasis on Weekly Data Meetings ensures that instructional decisions are based on real-time evidence, allowing for timely interventions that can prevent students from falling behind.

- **Data Days** - Pupil-free Data Days are an essential component in IVEA's data-informed instructional practices to ensure there is time and space for teachers and administrators to analyze ICEF Interim Assessment data and drive instructional improvement. These designated days allow teachers to come together without the distraction of classroom responsibilities to thoroughly review and interpret student performance data from interim assessments. The primary purpose is to identify trends, strengths, and areas for growth, enabling educators to make informed decisions about their teaching strategies. By collaboratively analyzing this data, teachers can pinpoint specific learning gaps, adjust their instructional plans, and implement targeted interventions. This dedicated time ensures that data-informed insights are effectively translated into actionable steps, ultimately enhancing student outcomes and supporting a more responsive and effective educational environment.

- **Student Data Folders** - The use of student Data Folders at IVEA are integral to fostering student ownership of learning and improving academic outcomes. Students track their own progress on key assessments and academic goals. These folders contain a variety of data points, including scores from tests, quizzes, and interim assessments, reading levels, as well as notes on areas of strength and growth. Complementing this practice, we hold regular Student Data Days, during which teachers guide students through a structured analysis and reflection process. On these days, students review their data folders, identify trends in their performance, and set actionable goals for improvement. Teachers facilitate discussions, helping students understand the significance of their data, celebrate their successes, and create personalized plans to address challenges. This practice empowers students to take an active role in their learning, builds their ability to self-assess, and fosters a growth mindset as they work towards achieving their academic

targets.

- **Family Data Nights** - Family Data Nights are a key component of IVEA's commitment to involving parents in their child's academic journey. During these conferences, teachers meet with parents to review their child's academic data in detail. Beyond simply sharing grades and test scores, teachers take the time to ensure that parents fully understand how to read and interpret data reports, including the purpose and significance of each assessment. Teachers explain what the data reveals about their child's progress, strengths, and areas for improvement, offering clear insights into how their child is performing relative to grade-level expectations. Additionally, teachers provide parents with practical strategies and resources to support their child's learning at home, whether the goal is to address specific challenges, or to further accelerate the progress of students who are already performing at or above grade level. These conferences empower parents with the knowledge and tools they need to be active partners in their child's education, fostering a collaborative approach to student success.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading

At IVEA a student's grade reflects the extent to which a student has reached independent mastery of content standards. When teachers plan for instruction, they begin with the standards, and then create assessments, objectives and finally learning experiences that align with the standard. With this in mind, the tasks that will constitute the bulk of a student's final grade should be grades on assignments which the student works independently, and has an opportunity to demonstrate whether or not they have truly mastered the standards they are focusing on.

Purpose and Beliefs

The basic purpose of grading at IVEA and ICEF is to collect and communicate information on student performance in relation to academic standards so the information can be used to improve student outcomes. The information collected and communicated about students fits into three distinct categories (Product, Process, and Progress) and answers three specific questions.

	Question it answers	How is it reflected on the report card?
Product	To what extent did the student master the standard or meet the learning goal(s)?	The student's academic grades based on ICEF's Grading Category Table for grades TK-12 (below)
Process	To what extent is the student proficient in qualities and practices that will help them meet learning and life goals?	The student's Learner Behavior grades Ex: grade for "Listens Actively"
Progress	To what extent has the student made progress in meeting standards or becoming proficient in practices and qualities that support learning?	The fact that each report card shows grades for the current trimester/semester as well as previous ones in the same school year

Grading expectations require that the assignments used to generate an overall academic grade for a student are assignments that measure mastery of a standard. Grades should not be based

on anything other than what a student knows, or can do, in relation to an academic standard. Assessments should measure a specific standard/standards, and again should reflect what a student can do independently.

If a student scored the following percentage…	… then enter the following score in the PowerSchool assignment
0% to 59%	1
60% to 69%	2
70% to 89%	3
90% and Higher	4

Grading for Transitional Kindergarten:

In Transitional Kindergarten (TK), students are not graded using traditional numerical scores or letter grades. Instead, progress is measured through observations of each child's developmental growth across key early learning domains. Unlike other grade levels, TK does not use academic standards or report on specific learner behaviors. The focus is on supporting and documenting children's emerging skills — socially, emotionally, physically, and cognitively — through qualitative feedback that reflects their individual developmental progress over time.

Additionally, IVEA students are graded on Learner Behaviors. Students receive a score of 4, 3, 2 or 1 in each of the following areas listed below.

Learner Behaviors:

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

Type and Frequency of Progress Reporting

IVEA commits to consistent communication between home and school in support of student achievement. When a student experiences academic challenges, teachers are required to schedule a meeting with the parents to discuss their progress and determine an action plan for improvement. In addition to these proactive 1:1 meetings between teachers and parents, IVEA employs the following measures to communicate student progress to families.

- **Student Information System -** IVEA uses a comprehensive and customizable student information system, currently PowerSchool, which allows for access to student data and provides families a complete picture of student data including: standards mastery, course

and assignment grades, behavior, attendance, homework, standardized tests results. Students and parents are taught how to access and interpret data to ensure they have a clear understanding of student performance.

- **Progress Reports and Report Cards -** Progress Reports are issued at the middle of each trimester. Progress reports are not final and indicate a student's performance at the time within the reporting period. Report cards are issued at the end of each trimester. Report cards reflect the final grades that will be posted on the student's transcript.

- **Parent-Student Teacher Conferences** - Parent Conferences are held twice a year, in the Fall and Spring following Trimester 1 and Trimester 2. These conferences provide the opportunity for teachers to communicate directly with parents about their child's individual performance and progress. Students also have the opportunity to participate in their parent's conference by sharing their personal data folders, class portfolios and work samples and performance on online learning programs (i-Ready Math & Reading). Students discuss their goals and the extent to which they're progressing towards meeting the goals.

Retention/Promotion

IVEA and ICEF Public Schools are committed to ensuring that all students make meaningful academic progress and are supported in achieving proficiency that allows for successful promotion to the next grade level. Teachers monitor student performance closely and will initiate timely communication with families if a student is at risk of failing a course. This communication may include outreach via email, phone, or in-person meetings to discuss the student's academic standing and identify appropriate next steps for support. To ensure student success, the following actions may be taken:

- Teacher/family conferences may be scheduled to discuss academic progress and collaboratively develop support strategies.
- Student Success Team (SST) may be convened within two weeks of a grading period to design and implement an intervention plan for students with ongoing academic concerns.

IVEA and ICEF Public Schools do not recommend that students beyond grade 1 be retained, in alignment with research showing that retention can negatively impact academic progress, school experience, and emotional well-being. Instead, we prioritize early identification of learning needs through our Multi-Tiered System of Supports (MTSS), ensuring students receive the academic and social-emotional interventions necessary to thrive.

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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

GOVERNANCE STRUCTURE

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and any contracted services as negotiated between the District and the Charter School.

ICEF Public Schools is also doing business as ("d/b/a") of the Inner City Education Foundation. Each of the Charter Schools managed by ICEF Public Schools are also d/b/as of the Inner City Education Foundation. ICEF's Board of Directors ("Board" or "Board of Directors") has the legal and fiduciary responsibility for all of its schools, including IVEA. Management responsibilities not specifically designated to the Board are delegated to the Chief Executive Officer, as set forth in ICEF's by-laws. Further designated responsibilities are under the purview of the Chief Executive Officer, who directs the activities of the Executive Level Employees.

ICEF's Board of Directors is a self-selecting and self-governing body as outlined in its Articles of Incorporation and By-laws. ICEF Public Schools, operates under the requirements of the Brown Act and its representatives, parents, employees, or community members may attend any ICEF Board meeting. The Board, by written resolution, may create one or more committees, each consisting of two or more voting members who serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the members present provided there is a quorum. The powers of the committees are outlined in ICEF's By-laws.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Charter School will be governed by ICEF's Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws.

ICEF's Board, per the current bylaws, consists of a minimum of three (3) and no more than twenty-one (21) members; the exact number will be determined from time to time by a majority of the then authorized and acting Directors. Board members represent a variety of perspectives, ethnicity, race, gender, age, geography, disciplines, and socio-economic backgrounds. Collectively, board members constitute a wealth of skills, knowledge and expertise crucial to charter school operations. Board member's abilities and associations serve as key resources to

Charter School's operations. The Board Member requirements and responsibilities are outlined in the ICEF Corporate Bylaws.

MEMBER SELECTION CRITERIA AND PROCESS

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

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

Board Member Qualifications: All board members must represent the core values and mission of ICEF Public Schools. The Nominating Committee recommends candidates who have the skills, knowledge, and abilities necessary to provide effective oversight of a charter school organization, such as backgrounds and personal or professional experiences in the following areas: legal, finance, real estate, community engagement, education, social justice, and California government. The specific criteria for new candidates will vary based on current board compositions and needs.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board may: execute any powers delegated by law to it; discharge any duty imposed by law upon it; and may delegate to the Chief Executive Officer any of those duties, with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. The major role of the board is to be a good steward of public funds and use those funds to improve the education of students. Here are some more specific responsibilities:

- The Board of Inner City Education Foundation shall have the power to elect and remove its Directors.
- Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees.
- Conduct, manage and control the affairs and activities of the corporation, and to make rules and policies.
- Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- Enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.

- Acquire real or personal property and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
- Indemnify and maintain insurance.

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

Public Meetings: The Board meets a minimum of eight (8) board meetings per year as annually approved toward the end of the fiscal year. The Board may convene additional special or emergency board meetings in accordance with the Brown Act, provided said meetings are appropriately noticed. Meetings will be held at the time and location designated by the Board. In accordance with the Brown Act and Education Code Section 47604.1(c), the Board meeting agendas are posted within 72 hours of any regularly scheduled meeting at the following locations: (1) ICEF's Home/District Office, (2) in a visible location outside of ICEF Vista Elementary Academy's Main Office, and (3) on the website with a prominent, direct link on the homepage.

Special Meetings: Agendas for Special Board meetings will be posted at least 24 hours in advance in a visible location in the same manner described above for regular meetings.

Emergency Meetings: Meetings shall be noticed in accordance with the Brown Act. Agendas for Emergency Board meetings will be posted at least one hour in advance in a visible location in the same manner described above for regular meetings.

GOVERNING BOARD DECISION-MAKING PROCEDURES

Please note the following describes the current Bylaws at the time of this petition approval. If in conflict, the current Board-approved ICEF Bylaws supersede anything described below.

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

Board Action (Voting) Requirements: If a quorum is present, the affirmative vote of the majority of the members present at the meeting shall be a decision of the Board of Directors.

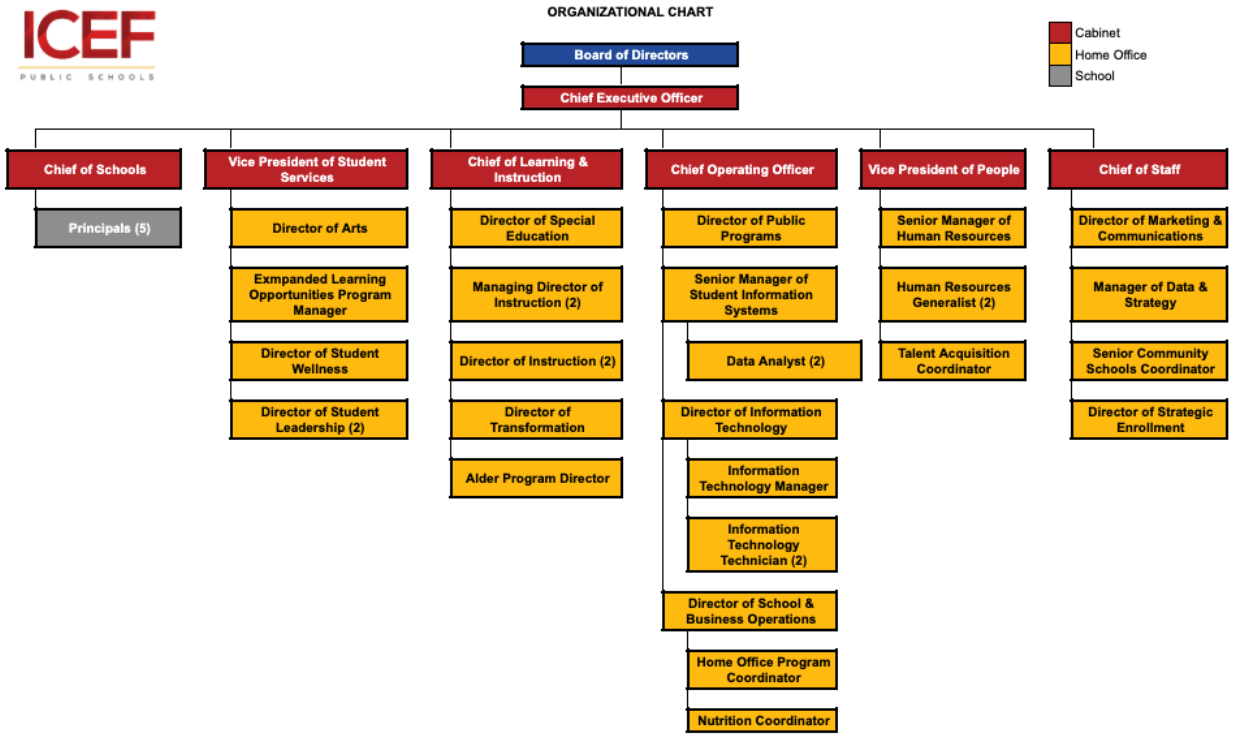
Abstention and Teleconference Participation: Members of the Board of Directors may abstain from any and all votes. Board members can participate in meetings via standard teleconference or just cause/emergency videoconference, so long as they are compliant with the Brown Act. Examples of standard teleconference compliance with the Brown Act as of this writing are as follows:

- At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County, the county in which all of ICEF's charter schools operate;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

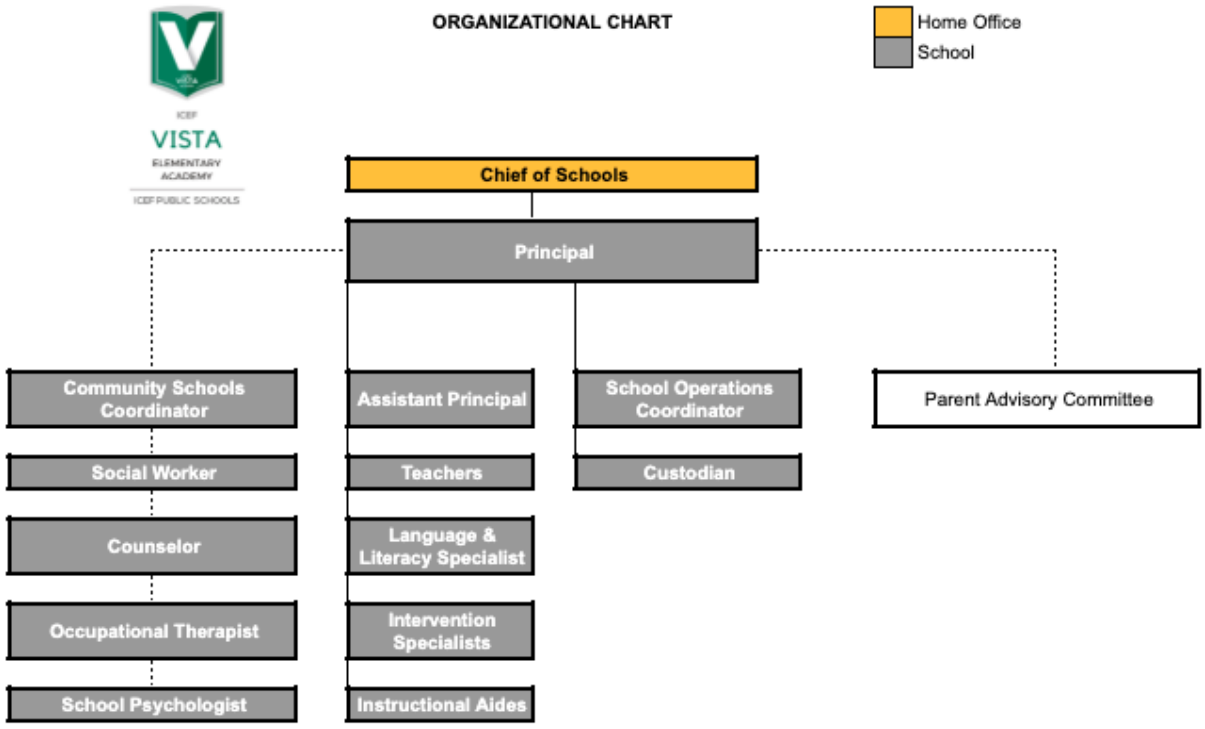
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity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

ICEF PUBLIC SCHOOLS ORGANIZATIONAL CHART

ICEF Home Office



ICEF Vista Elementary Academy



MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

The ICEF Board is the fiduciary body responsible for overseeing the pursuit of ICEF's mission. The major roles and responsibilities of the Board are outlined in detail in ICEF's By-laws and Conflict of Interest documents. The Board of Directors uses committees to explore more detailed conversations and oversight of various areas of mission-aligned work, especially education and fiscal accountability.

THE CABINET LEVEL EMPLOYEES

The Board of Directors delegates the corporation's day-to-day operations to the Chief Executive Officer ("CEO") as outlined in the Bylaws under section 7.1. The Chief Executive Officer has the authority to form an executive-level team to carry out the respective responsibilities that align with their titles. The Chief Executive Officer may also add or delegate duties to other non-executive team members as are needed to carry out policies, programs, or other needs to accomplish the mission of ICEF and its schools.

A general description of the duties and responsibilities of Executive Level employees is provided below:

CHIEF EXECUTIVE OFFICER

- Carries out the plans and goals established by the Board of Directors

- Leads the development and implementation of the Board's vision, mission, and overall direction
- Oversees the Executive Level employees as they carry out the day-to-day organizational operations and strategies in their specific areas
- Ensures that ICEF operates within approved budgets and operating plans
- Ensures that Board Members have adequate and current information to make sound organizational decisions and judgments
- Ensures that ICEF is in compliance with all applicable federal, state, local, and authorizer legal regulations, laws, and requirements
- Works with committees of the Board, as needed
- Collaborates with the ICEF Board to raise funds and awareness for the organization and promote the ICEF brand
- Represents ICEF to staff, stakeholders, and the community at large

CHIEF OF SCHOOLS

- Develop and implement a common, clear, and compelling academic vision that will help ICEF's schools accomplish the mission of college and career readiness and success
- Plan, develop, and direct system wide services for all academic and instructional programs
- Hire, supervise, evaluate, support and discipline, up to and including termination, principals and instructional leaders, ensuring they are effective at achieving successful outcomes for students
- Provide support to schools addressing state and local accountability plans
- Identify metrics, synthesize and analyze organization-wide data on student achievement, and translate conclusions into school and teacher level interventions for ICEF staff and recommendations to organization leadership
- Develop and maintain clear and inclusive decision-making processes to ensure integration of academic supports and services and effective technical and operational management of schools
- Work closely and collaboratively with the other members of the Executive Team

VICE PRESIDENT OF STUDENT SERVICES

Job Description:

- Develop and implement a network-wide strategy for integrated student services aligned to ICEF's mission and goals
- Oversee counseling, SEL, mental health services, student discipline, expanded learning, arts, and athletics programs
- Lead system design to ensure consistency, quality, and scalability of support programs across campuses
- Manage budgets, vendor partnerships, and compliance requirements for all program areas
- Identify and secure grant opportunities and partnerships to expand programming
- Build strong partnerships with families, community-based organizations, and external agencies to enhance services
- Ensure compliance with relevant laws, regulations, and reporting requirements in areas such as student discipline, mental health services, and after-school programming

CHIEF OF LEARNING & INSTRUCTION

Job Description:

- Set and drive the academic vision for ICEF in alignment with the organization's mission, guiding principles, and strategic plan.
- Ensure the development, implementation, and continuous improvement of high-quality, standards-aligned instructional programs.
- Monitor and evaluate the effectiveness of academic initiatives and adjust strategy based on outcomes and feedback.
- Ensure that instructional practices reflect research-based strategies and promote equity, critical thinking, and engagement.
- Align instructional frameworks and materials to state standards and ICEF's unique learning goals.
- Partner with school leaders and data teams to set performance goals, monitor progress, and support intervention strategies.
- Oversee a comprehensive teacher development strategy, including coaching, observation, evaluation, and professional learning communities.
- Provide leadership and oversight of the Special Education program to ensure legal compliance and educational equity.
- Supervise and support academic leaders, including principal supervisors or instructional leaders.
- Collaborate with other departments (e.g., HR, Operations, Student Services) to ensure alignment of academic strategy with systems and resources.

CHIEF OPERATING OFFICER

Job Description:

- Lead, coach, and manage a team of operational leaders across the following departments: Facilities, Transportation, Technology, School Nutrition, Data Analytics, and Enrollment
- Build cross-functional systems that ensure operational decisions center school needs, academic outcomes, and fiscal sustainability
- Design and manage network-wide systems for safety, emergency preparedness, supplies, transportation, food service, facilities maintenance, and procurement
- Oversee all charter-related compliance and renewal processes
- Develop and monitor systems to ensure compliance with reporting and audit requirements
- Lead the development and implementation of ICEF’s student recruitment and enrollment strategy to ensure all schools meet enrollment and ADA targets
- Collaborate with Finance and Home Office teams to ensure operational decisions are fiscally sound and student-centered
- Support school and network budget planning, ensuring efficiency and alignment with enrollment and strategic goals
- Ensure operations leaders manage vendor contracts, budgets, and facilities investments with a lens on sustainability and equity
- Oversee the planning, implementation, and support of technology systems and infrastructure across the network

VICE PRESIDENT OF PEOPLE

Job Description:

- Set a clear vision for a responsive, high-performing HR team that delivers exceptional service and operational integrity
- Lead, coach, and develop HR staff with attention to team culture, accountability, and continuous learning
- Oversee HR operations team including benefits administration, leaves, onboarding/offboarding, employee data systems, and credentialing
- Ensure ICEF is in full compliance with applicable local, state, and federal labor laws, charter regulations, and credentialing requirements
- Lead the design and implementation of HR policies and procedures that ensure legal compliance and consistency across the organization
- Serve as the primary liaison to legal counsel for employment-related matters
- Maintain and audit HR data systems, reports, and staff records to meet charter, audit, and legal reporting needs
- Design systems for talent development, career progression, and feedback that support retention and internal mobility
- Streamline HR systems and workflows to increase automation, reduce redundancy, and improve user experience
- Oversee selection and optimization of HRIS and other platforms to ensure data integrity, accessibility, and actionable insights

CHIEF OF STAFF

Job Description:

- Drive ICEF's strategic priorities in partnership with the CEO
- Lead Cabinet and Leadership Team structures for high-impact collaboration
- Develop internal systems for strategic planning, goal-tracking, and decision-making
- Represent the CEO in key meetings and lead special initiatives
- Oversee board operations, compliance, and development
- Manage CEO's stakeholder relationships and support fundraising
- Prepare materials for donor briefings and external advocacy
- Design tools for knowledge sharing and cross-functional clarity

STAKEHOLDER INVOLVEMENT

The following language is taken from ICEF's Board-approved Parent Engagement Policy. Since the policy language may be updated from time to time by the Board to reflect the latest laws and regulations, the language below is based on policy that is subject to change when reviewed and feedback is provided by applicable stakeholders.

ICEF is dedicated to the belief that decision making should be shared. The governance structure, at the school and organization level, is designed to assure that members of the school community are able to share in the decision-making process. ICEF has developed various opportunities in which stakeholders can participate in the Charter School's decision-making process, as well as in the shaping and implementation of the Charter School's educational program.

In an effort to develop a culture of openness, collaboration, trust and responsiveness, ICEF is committed to providing parents with meaningful opportunities to become involved in their child's

education and in the life of their school. ICEF recognizes the valuable role that parents play in their children's, and other children's, academic and social development. As ICEF and IVEA strive to create strong parent-school partnerships, parents are encouraged to communicate with teachers and to monitor their child's academic progress. ICEF also offers parents and families a variety of opportunities in which to participate, voice concerns, and contribute to the school community.

To ensure an effective parent engagement program is carried out, our school employs a Community Schools Coordinator (CSC), whose job it is to work with parents, coordinate parent engagement activities, facilitate meetings and oversee parent volunteer activities. Specific information on this position can be found in Element 5. The Community Schools Coordinator also serves as a liaison between the Charter School and its families to act as an advocate for parent concerns and needs.

ICEF's parent communication systems offer parents and students multiple ways to stay informed, and to access relevant and up-to-date information about their child's progress and performance and school activities, this may include, but is not limited to: mailings, phone calls, school website, and emails. Education partners may also view school wide academic performance and other vital information through the Charter School's website, school communications, or by requesting it at the school office.

Engagement Opportunities at ICEF

ICEF schools have established these opportunities for parents and stakeholders engagement in their children's schools.

Parents may:

- Attend beginning of year Parent Orientation
- Participate and/or become a member of the Parent Advisory Committee
- Participate in Parent Volunteer Program
- Attend Parent-Teacher Conferences
- Attend Family Engagement Nights
- Attend Parent Grade Level Meetings
- Conduct Classroom Observations
- Attend school site and ICEF-wide events
- Participate in school wide surveys (including LCAP Surveys)

Parent Orientation

Parent Orientation is held at the beginning of each school year. The orientation provides an opportunity for parents to come to the school campus and hear from school leaders (principal, assistant principal) and teachers regarding school policies, curriculum, student expectations, parent expectations, etc. Parents engage in a meet and greet where they are able to take a tour of the Charter School, speak directly with school administrators, office staff, support staff, teachers and other parents. The goal of the Parent Orientation is to begin the school year with a welcoming and strong parent/school connection experience.

Parent Advisory Committee

The Parent Advisory Committee (PAC) is made up of teachers, administrators, interested community members, and parents of currently enrolled students that represent major demographic groups of the currency enrolled student population. PAC members work together to develop and monitor the implementation of the Charter School's Local Control Accountability Plan (LCAP) and review and provide feedback on items impacted by local, state, and federal requirements. In addition, the PAC has discussions regarding school culture programming and general school operations to maintain a continuous feedback loop. The PAC meets on a regular basis throughout the school year and meetings are open to the public, families, and students. Any member of the public is allowed to address the committee on any item within the subject matter jurisdiction of the committee. The PAC maintains agendas, resource materials, and minutes to ensure proceedings and feedback are captured.

Parent/Family Volunteering Opportunities

To encourage parent and family engagement in student education, ICEF Public Schools provides parents/guardians with volunteer opportunities and activities throughout the school year. The Community Schools Coordinator is responsible for directing and overseeing the parent volunteer process. The Community Schools Coordinator will notify the school community of volunteer opportunities that are based on the Charter School's need. The Community Schools Coordinator will make the necessary arrangements and provide volunteers with guidelines and support.

In accordance with applicable laws and policies, ICEF requires Criminal Background Checks for all volunteers who perform school site services while not under the direct supervision of a school employee. ICEF requires volunteers with frequent or prolonged contact with students to show proof of recent (not older than 3 years) negative Tuberculosis (TB) assessment, in accordance with AB 1667.

Example of ongoing volunteer services offered at school sites (may vary by school):

- Attending school sponsored trainings and parent leadership group (must sign-in)
- Morning supervision (7:30-8:30 a.m.)
- Lunch supervision and cleanup
- Afterschool supervision
- Assisting Community Schools Coordinator in preparing for Parent Engagement Night and/or special school events.
- Serving as chaperon in school sponsored field trips

Parent-Teacher Conferences

School wide Parent-Teacher Conferences are held a minimum of twice per year and are a key part of communication between teachers, students and parents. Conferences are essential to building a strong partnership to ensure the success of every ICEF student. The goal of the Parent-Teacher Conference is to provide a safe, supportive venue for parents and teachers to discuss the academic, social, and emotional growth patterns of students. During these conferences, parents can seek clarifications from teachers, discuss student's areas of need, and develop an action plan to support the student's learning. Teachers may use this time to provide suggestions for activities and strategies families can use at home to help their child learn and grow. To ensure attendance, the Charter School disseminates and publicizes conference information, in a timely manner, through a variety of communication methods. Parents who cannot attend are highly encouraged to set up individual appointments with their child's teacher.

Parent-Teacher Meetings

Parents are encouraged to schedule as many parent meetings with their child's teachers as deemed necessary to ensure the academic success of their child. Teachers and administrators will be happy to listen and address any parent concerns. To schedule a meeting with a teacher or administrator, parents contact the school's main office. The School Operations Manager will contact parents to determine their reason for wanting to meet, and set an appointment. Parents may also email the teacher directly or communicate via the ClassDojo parent communication system to schedule a time to meet.

Parent Engagement Nights

The Community Schools Coordinator, the Principal and key parent leaders will lead regularly scheduled Parent Engagement Nights to inform all parents on important school information, review school-wide data, engage in parent workshops, or academic activities with their children. Parent Engagements Nights also serve as a platform for parents to voice concerns and engage in collaborative problem solving with school administration. The Community Schools Coordinator will seek active parent participation in meetings and will work with parents to devise strategies to involve parents in school programs.

Parent Classroom Observations

Parent engagement is highly encouraged in all ICEF schools. One way parents can become involved in their child's school is by coming to a classroom observation. A classroom observation can be a planned or unplanned classroom visitation. These observations should last no more than 20 minutes. They are designed to allow parents to observe their child in their learning environment. If a parent would like to observe for longer periods of the school day, they must first make an appointment with the School Operations Manager who will make arrangements with the teacher(s).

Unless proof of a court order that restricts contact with the student has been provided to the school's office, both custodial and non-custodial parents have rights to visit their child's school.

It is very important that parents adhere to the Charter School's expectations when conducting a classroom observation in order to ensure the integrity of the classroom lesson and focus of the teacher and students.

Survey of Entire School Community

To ensure parent participation in the decision-making process, ICEF asks students, parents, and community members to complete surveys twice a year, at minimum. These surveys help to identify areas of strength and areas of needed improvement in both instructional and in school operations. These surveys are offered online at the end of each fall and spring. They assist school teams in determining the goals, actions, and budget priorities for their schools. School computers are made available to parents to complete surveys during Parenting Information Meetings.

IVEA utilizes Panorama Education's Social Emotional Learning Survey to measure student mindsets, behaviors, and attitudes that are related to student success in school and beyond the classroom. The Panorama Survey allows IVEA leadership to collect valid and reliable feedback from students to help them learn more about student perceptions and experiences, and how to better support students' needs.

Our focus on fostering belonging and well-developed social-emotional competencies has led to higher levels of student engagement, lower rates of disciplinary issues, and improved academic outcomes. By prioritizing a sense of belonging and social-emotional growth, we create a supportive environment where students are more likely to thrive both in and out of the classroom, setting a strong foundation for their future success.

ICEF Website Portal

Each ICEF school has a school website that provides all stakeholders general school information, school calendar, staff directory, and important school news. In addition, school websites provide access to important documents such as School Accountability Report Card, School Charter, School's Required Financial Statements, Board and Parent Advisory Committee meeting dates and minutes. The school websites also include enrollment information, school announcements, upcoming events, and parent and student resources.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

Employees' job duties and work basis is negotiated in individual contracts. Job descriptions for each position, including detailed qualifications, have been developed; abbreviated versions are included here. In addition, this petition reflects the current job duties and qualifications for current key roles within ICEF and at IVEA. These roles and their respective job descriptions are regularly updated to reflect best practices, legal requirements and the needs of ICEF and IVEA. The ICEF Human Resources Department ensures all employees meet the required background check, certification as applicable to the position, and TB clearance requirements as required under applicable laws.

All staff are expected to possess the following General Qualifications:

- Must believe in and live out ICEF's Core Values
- Must ensure achievement of ICEF's mission
- Must have an unwavering belief that all students can learn and achieve success in school
- Must have excellent communication skills, both oral and written, with the ability to foster positive working relationships.

- Must be able to interact with stakeholders at all levels (including all staff, parents, students, and community members) in a respectful manner and provide excellent customer service
- Must be able to work collaboratively in a team environment
- Must have a working knowledge in using Microsoft Office products including Word, Excel, PowerPoint (or pages, numbers, and keynote if using Apple/MAC products)
- Must have strong organizational, problem-solving, and time-management skills

ICEF ACADEMIC LEADERSHIP STAFF

Below is a list of the current leadership positions employed by ICEF Public Schools to support all ICEF schools. These positions may change from time to time based on the needs of the organization and as resources dictate. In addition to the positions, a current summary of the qualifications and job description is provided. These also change from time to time based on the needs of the organization and the specific role.

Chief Executive Officer
Chief of Schools
Vice President of Student Services
Chief of Learning & Instruction
Chief of Officer
Vice President of People
Chief of Staff
Director of Arts
Expanded Learning Opportunities Program Manager
Director of Student Wellness
Director of Student Leadership (2)
Director of Special Education
Managing Director of Instruction (2)
Director of Instruction (2)
Director of Transformation
Alder Program Director
Director of Public Programs
Senior Manager of Student Information Systems
Data Analyst (2)
Director of Information Technology (IT)
IT Manager
IT Technician (2)
Director of School & Business Operations
Home Office Program Coordinator
Director of Strategic Enrollment
Nutrition Coordinator
Senior Manager of Human Resources
Human Resources Generalist (2)
Talent Acquisition Coordinator
Director of Marketing & Communications
Manager of Data & Strategy
Senior Community Schools Coordinator

CHIEF EXECUTIVE OFFICER

See Element 4 for information beyond qualifications.

- Bachelor's degree required in a relevant field. A master's degree is preferred. A doctorate degree is desirable
- 10-15+ years of experience in a senior leadership role, preferably in a similar educational organization
- Teaching experience coupled with administrative expertise as a school site leader and/or central office executive

CHIEF OF SCHOOLS

See Element 4 for information beyond qualifications.

Qualifications

- Master’s degree from an accredited college or university in Education
- Hold a valid, California Multiple Subject or Single Subject Teaching Credential, or Pupil Personnel Services Credential (or an equivalent out-of-state credential)
- A well-rounded experience in a teaching, curriculum, and/or assessment at a K-12 urban public or charter school district
- Seven years of experience in instruction and instructional leadership, ideally with specialization in curriculum/assessment, school oversight, and leadership development in assessment administration
- Ability to communicate and maintain good working relations with all District employees, vendors, contractors, and public entities
- Initiative and ability to work with minimal direction; sound judgment and decision making capabilities are essential

VICE PRESIDENT OF STUDENT SERVICES

See Element 4 for information beyond qualifications.

Qualifications:

- Bachelor’s degree required; Master’s degree in education, counseling, social work, public administration, or related field preferred
- Minimum 8 years of leadership experience in student services, counseling, social-emotional supports, or related fields
- Proven track record of managing diverse student support functions at the school or district/network level
- Strong knowledge of legal, regulatory, and compliance frameworks in student services

CHIEF OF LEARNING & INSTRUCTION

See Element 4 for information beyond qualifications.

Qualifications:

- At least 10 years of experience in K–12 education, including 5+ years of experience in instructional leadership and school or network-level administration
- Proven track record of improving student outcomes, particularly for historically underserved populations

- Deep expertise in standards-based curriculum, instructional leadership, and data-driven decision making
- Experience overseeing teacher development, coaching programs, and performance management systems
- Familiarity with special education law and inclusive instructional practices
- Master's degree in education, curriculum & instruction, or a related field required

CHIEF OPERATING OFFICER

See Element 4 for information beyond qualifications.

Qualifications:

- Bachelor's degree required
- 10+ years of progressive operational leadership experience, including experience in K-12 public education or charter schools
- Significant team management experience, including coaching and developing senior leaders
- Demonstrated experience in at least two of the following domains: facilities, enrollment, school operations, compliance, technology, or data systems
- Strong track record of building operational systems that enable organizational growth and effectiveness
- Deep knowledge of regulatory compliance, school safety, and charter accountability

VICE PRESIDENT OF PEOPLE

See Element 4 for information beyond qualifications.

Qualifications:

- Bachelor's degree in human resources, public administration, education, or related field
- Minimum 8 years of progressive leadership experience in human resources, including supervisory responsibility
- Demonstrated expertise in HR compliance, policy development, and regulatory frameworks (including FMLA, ADA, FLSA, Title IX, and CA Education Code)
- Experience overseeing performance evaluation systems and staff lifecycle management

CHIEF OF STAFF

See Element 4 for information beyond qualifications.

Qualifications:

- Bachelor's degree
- 8+ years of progressive leadership in education, policy, consulting, or nonprofits
- Experience working directly with senior executives or boards
- Strategic planning, project management, and facilitation expertise
- Strong EQ, communication skills, and cross-functional leadership
- Demonstrated commitment to equity and anti-racism

DIRECTOR OF ARTS

Job Description:

- Support the development of high-quality/effective arts instruction K-12
- Observe and coach developing Visual and Performing Arts teachers to improve instructional planning and teaching practice
- Work closely with school Principals and other instructional leaders to develop and support Visual and Performing Arts teachers
- Work with Visual and Performing Arts teachers to refine and develop ICEF Instructional Guides
- Facilitate and coordinate the development of performance outcomes and expectations K-12 and alignment of curriculum K-12 to California Art Standards
- Collaborate with the ICEF Academic Team to plan and deliver professional development for ICEF staff members (school leaders and teachers) aligned to high priority initiatives and outcomes in the area of visual and performing arts
- Develop communication networks among schools and between schools and the fine arts community
- Serve as a liaison with the fine arts community for the establishment and management of partnerships
- Seek and apply for fine arts grant funding

Qualifications:

- Four-year college degree, Master's Degree preferred
- A Valid Clear California Professional Teaching Credential
- Demonstrated exemplary success in one of the following areas: art, vocal music, instrumental music, or theater education
- At least 5 years of Art teaching experience in an urban school setting, serving low income and minority students
- Experience working with adult learners, coaching teachers and delivering professional development

EXPANDED LEARNING OPPORTUNITIES PROGRAM MANAGER

Job description:

- Serve as the main point of contact between ICEF and the after-school program vendor, and meets with the after-school program vendor on a regular basis.
- Collaborate with the Chief of Schools, site Principals, and the after-school program vendor to set academic goals for the after-school program. Moves the after-school program vendor towards these goals.
- Monitors and manages the day-to-day program operations on campuses through site visits and regular meetings with site Principals.
- Guiding staff and students to individual program objectives, including utilizing hands-on activities to foster individual growth; providing a physically and emotionally safe and supportive environment for education, cooperation and fun; directly involving individuals in activities to encourage self-confidence, responsibility and leadership.
- Ensures the overall success of the after-school program.

- Assist in coordinating events, activities, and meetings for school administration, parents, and community organizations to increase support of programs.
- Work with the ICEF Data team to ensure that ICEF and the afterschool program vendor have systems in place to collect the required data for all periodic data reporting requirements.
- Work with the afterschool program vendor to establish and maintain student attendance accounting and reporting procedures, and to ensure that all sites are 100% compliant with students' sign-in and sign-out procedures.

Qualifications:

- Bachelor's Degree
- 2-4 years experience, preferably in a management role, in a fast-paced administrative and/or operational support position
- School experience preferred but not required
- Skilled in Google Suite, Word, Excel and PowerPoint

DIRECTOR OF STUDENT WELLNESS

Job Description:

- Ensure the quality implementation of the core components of Embrace the Mind across all ICEF school sites: staff professional development, student counseling program, parent training, Embrace the Mind mental health curriculum, social skills curriculum, mindfulness in the classroom, ICEF Wellness Centers, and trauma-sensitive practices
- Provide support to school site counselors on the integration of mental health services into existing school programs and initiatives that address barriers to learning (ie. school climate initiatives)
- Provide and sustain an open dialogue between parents, school administration and mental health agencies to monitor the progress of the students' health and well being
- Expand the online presence of Embrace the Mind by overseeing the development of social media content and resources for students, families and staff
- Support in the development and implementation of appropriate programs, groups and initiatives to target at-risk populations (truancy, behavior challenges, pregnancy, etc.)
- Create programming and supports that assist families in alleviating adverse conditions, in order to promote resiliency and academic success for at risk students
- Participate and advise in serious discipline processes, including extended student suspensions and expulsions
- Support and take lead on ICEF attendance accountability processes at the ICEF Home Office level (Student Attendance and Review Team)
- Participate in professional development activities aimed at current trends and best practices for the provision of comprehensive student services
- Plan individual school and/or system-wide programs to promote positive, predictable, caring school environments
- Supervises, directs and evaluates the performance of school counselors, SEL coach, and other members of the team as assigned

Qualifications:

- California Clear Pupil Personnel Services Credential (preferred) or other certification or credential in the mental health field

- An earned master's degree in social work, education, or mental health-related field from an accredited college or university
- At least 5 years of employment in a mental health setting, working with school-age children

DIRECTOR OF STUDENT LEADERSHIP (2)

Job description:

- Provides program oversight for Rugby, Sailing, Golf, and University of Santa Barbra Summer Program
- Promotes, manages, and expands ICEF Student Leadership Academy (ISLA) facility use by and for ICEF students
- Actively promotes ISLA programming through commonly used media when appropriate
- Fundraises and maintains close communication with and continues to develop positive relationships with donors, school administrators, home office staff, teachers, parents, and other community members

Qualifications:

- Bachelor's Degree (must) or Master's Degree (preferred)
- At least five years of related experience in the field of Leadership, Teaching and Athletics
- Skilled in Google, Word, Excel and Power Point - preferred

DIRECTOR OF SPECIAL EDUCATION

Job Description:

- Organize, direct, and assist in the management of the Special Education Department
- Identifies, plans and establishes goals and objectives related to the Special Education programs district-wide
- Provides departmental leadership that promotes collaborative planning, innovative thinking and exemplary programs and services
- Responds to and supports in resolving parent complaints
- Evaluates the members on his/her team and provides guidance to principals in the supervision of special education team members
- Participates in professional development, provides training and support to the Special Education Team to enhance instruction for students with social communication, behavioral and learning challenges
- Ensures the use of best practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and the implementation of behavioral support and intervention
- Ensures due process requirements are met to complete the appropriate development of IEPs and provide ongoing monitoring to ensure IDEA compliance
- Works with the principals to facilitate the design, coordination, development, establishment and implementation of assessment procedures that produce accountability for achievement of students with special needs
- Supervises, directs and evaluates the performance of school psychologists, speech and language pathologists, occupational therapists, behavior therapists, and other special education team members as assigned

Qualifications:

- Master's Degree in Special Education or related field
- CA Education Specialist Credential and CLAD certification (required)
- or CA Related Service Provider Credential/ License (School Psychology, Speech and Language Therapy, Occupational Therapy, etc.)
- CPI certification
- CA Administrative Services Credential (preferred)
- Bilingual (preferred)
- Experience teaching in an urban setting with proven academic results.
- Minimum of 7 years of demonstrated leadership, part of which shall have been supervisory

MANAGING DIRECTOR OF INSTRUCTION (2)

Job description:

- Coach and support a cohort of ICEF principals and school leaders across areas including data-informed instruction, classroom observation and feedback, instructional planning, school culture, professional development, and leadership of instructional teams.
- Provide and broker targeted professional development for school leaders based on individual and group learning needs.
- Collaborate with other ILT (Instructional Leadership Team) members to share ideas and provide coherent, network-aligned support to schools.
- Support year-level curriculum pacing for designated content areas and grade levels, oversee assessment creation and administration, and lead content-specific PD.
- Design and implement strategies and systems to help schools achieve academic success metrics determined through the annual state-of-school planning process.
- Engage in learning leadership by identifying and uplifting pedagogical best practices within and outside ICEF, fostering a culture of reflection and innovation.
- Support schools in developing action plans, data tracking systems, and continuous improvement cycles.
- Participate in data entry, data cleaning, and spot-checking processes to ensure accuracy and reliability of academic data.
-

Qualifications:

- Bachelor's degree required; Master's degree in education or related field strongly preferred.
- At least 7 years of instructional leadership experience, with demonstrated success in coaching principals or school leadership teams.
- Expertise in curriculum design, instructional strategy, and adult learning theory.
- Proven track record of improving student achievement outcomes.

DIRECTOR OF INSTRUCTION (2)

Job description:

- Coach and support a cohort of ICEF principals and school leaders within the areas of data informed instruction, observation/feedback, planning, culture, professional development, managing instructional teams, and other areas if applicable.
- Work with the Chief of Learning & Instruction and in collaboration with the entire ICEF cabinet, to drive academic excellence and learning quality, set a high bar for rigor and develop a unique educational vision and philosophy that drives toward scholar success in college, career, and life.
- Work with a cohort of schools to define the metrics for success, designing and implementing strategies and systems to achieve their goals, including but not limited to data informed progress monitoring and action planning cycles. This may also include elements of data entry, cleaning and spot checking to ensure accuracy.
- Build systems to create habits which result in increasing ICEF's institutional knowledge around instructional leadership and habits as an organization in order to create sustainability driven mindsets and capacities within all ICEF community members to ensure that practices are built to last.
- Work collaboratively with cross functional teams to drive both network wide vision and mission and the successful implementation at school sites.

Qualifications:

- Valid teaching credential, ideally within the state of California
- Relevant work experience (5+ years), Bachelor's degree in relevant field, and demonstrated track record
- Experience engaging in equity work using a set of principles and practices through a lens of justice, equity, and inclusivity
- Experience with Relay Graduate School of Education's frameworks and processes
- Exceptionally strong communicator and collaborator

DIRECTOR OF TRANSFORMATION

Job Description:

- Coach transformation school leaders to strengthen leadership competencies in academics, school culture, people management and team leadership talent.
- Nurture a healthy school leadership pipeline and engage in regional and organization succession planning efforts
- Participates in ICEF transformation leadership team (i.e., school and network leadership) to oversee implementation of short and long-term strategy to reach regional and state-wide goals
- Oversee the project management function by leading and shepherding key strategic projects (including annual strategic planning and budgeting)
- Execute and implement internal data collection from student, parents, staff, teachers related to key strategic initiatives
- Lead the preparation and provide logistic support for critical meetings, including developing memos, powerpoints, facilitation notes, and communications to participants
- Attend and actively participate in Instructional Leadership Team meetings and collaborate with team outside of meeting structures

Qualifications:

- 5+ years of school site leadership experience, educational consulting, organization development, or a proven track record of data informed and strategic leadership with the ability to communicate internally and externally across a variety of audiences
- Proven track record of coaching and building capacity of leaders
- Possess proven management and leadership capabilities, as well as team-building skills.
- Proven experience creating and implementing policies and demonstrated ability in creating and managing systems.
- Detail oriented and strong ability to connect with people

ALDER PROGRAM DIRECTOR

Job Description:

- Design and facilitate group instruction for all residents in their region each week based on best practices in adult learning and teacher education, working very closely with the other Alder Directors to align trainings to meet the needs of the Residents in the region.
- Engage in collaborative, cross-regional work
- Lead site visits that foster resident and mentor growth
- Supervise, manage, and support Residents through the Residency year
- Design and facilitate group instruction for all Mentors each month and provide on-going coaching and support
- Work with the Lead Mentor, Program Supervisors, and departments in the Region to successfully support Residents and Mentors

Qualifications:

- Current knowledge of relevant content knowledge for teaching and pedagogical content knowledge for the credentials sought by residents in cohort
- Knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems
- Doctoral level degree preferred. Master's or Bachelor's level degree in relevant field also accepted
- 5 or more years of experience and success in related roles

DIRECTOR OF PUBLIC PROGRAMS

Job description:

- Build and maintain sustainable systems for existing federal and state programs.
- Problem-solving and navigating new federal and state program applications, reporting, and compliance.
- Monitoring (and similar audits) results in no findings.
- Coordinate the information required for applications and reporting of various federal and state funding sources.
- Draft various school improvement plans and other reports (i.e. LCAP, Annual Reports, etc.), and assist in obtaining board approval if necessary.
- Support in preparing required federal and state program materials for School Advisory Council and other committee meetings.

- Coordinate and prepare schools for Federal Program Monitoring audits or similar federal review processes.
- Support schools in preparing for oversight visits, including providing project plans and calendars and collecting required documentation.
- Review and communicate ongoing and updated compliance requirements to prepare schools for oversight visits. Provide on-site support and coordination on the day of the visits.

Qualifications:

- Bachelor's degree or commensurate work experience (required)
- 5-7 years of work experience, with 2-3 years of experience managing others
- 2-3 years of experience in working with federal and state programs (programmatically and fiscally), such as Title I, II, and III
- Ability to break down complex projects into actionable goals, targets, and milestones, and can manage self and others to these
- You are familiar with government agencies and interpreting federal, state, and local regulations and guidelines

SENIOR MANAGER OF STUDENT INFORMATION SYSTEMS

Job Description:

- Interfacing with local, California State, federal, and other systems to report student data (e.g. monthly attendance and suspension reports)
- Managing timelines for data submission to ensure preparation and accuracy
- Creating and managing data validation processes
- Management of Start of Year and End of Year processes in our internal PowerSchool student data system, including schedule creation and closing out the school year
- Acting as the point person for PowerSchool questions including teacher gradebook and school operations support in addition to transcript management
- Communicate with PowerSchool Tech Support (or any other SIS) as ICEF's technical contact (open support cases, troubleshooting, submit enhancement requests, etc.)
- Ensuring school data accuracy by conducting data audits and coordinating with schools, regions, and home office teams to improve systems supporting data accuracy
- Designing professional development and clarifying roles and various responsibilities regarding shared responsibilities

Qualifications:

- Bachelor's Degree required
- At least three years of work experience
- Strong computer skills, especially with Microsoft Excel
- Experience with Tableau or analysis tools preferred
- Familiarity with local and State Data Platforms preferred
- Familiarity with CALPADS and CALSASS, especially with secondary and course codes
- Familiarity with PowerSchool or other student data management systems preferred

DATA ANALYST (2)

Job description:

- Ensures that student information system is accurate and up to date by regularly conducting data verification extracts/reports to remain accurate and up to date in compliance.
- Ensure the accuracy of all information uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS).
- Works with School Testing Coordinator to ensure all appropriate data is accurate and available for extraction, if needed, for Smarter Balanced Assessment Consortium (SBAC).
- Adheres to local, state, and federal regulations ensuring that all student information is kept confidential and appropriately documented except as required by legal order.
- Ensures school compliance with all reporting requirements for all agencies and management teams, such as Immunization and health tests; English Language Proficiency Assessments for California and English Learner records; CALPAD records for submissions; Federal, State, and Authorizer documentation and requests.
- Prepares regular and special compliance reports and data audits for the management team
- Generates data files according to CALPADS specifications, ready and prepared for certification.

Qualifications:

- Associates Degree (Bachelor's degree preferred)
- Two-year experience as a Data Entry Analyst
- Skilled in Google, Word, Excel and PowerPoint

DIRECTOR OF INFORMATION TECHNOLOGY (IT)

Job description:

- Provide training for ICEF students, staff in simple troubleshooting and in program operations
- Speak with students and student groups regarding Information Technology (IT) education and life opportunities
- Plan for future IT development and construction of IT infrastructure in current and future school developments and remodeling projects
- Develop a system to quickly identify IT issues and promote quick responses and solutions
- Develop a system to record and implement appropriate passwords for equipment, programs, and email/other records
- Oversee the repairs of issuance of IT equipment for students, teacher, and administration
- Ensure that each school has operating computers, phones, and internet services
- Improve and develop communication and customer service policies and procedures between the IT Department, the schools, Los Angeles Unified School District, and other stakeholders

Qualifications:

- Bachelor's degree from an accredited college or university in Information Technology (IT), Computer Science

- 3-5 years experience as a network administrator
- Demonstrated network maintenance and troubleshooting capabilities
- Defined ability to maintain and repair computers as needed
- Ability to lead, train, develop and manage a department
- Experience with E-rate and other governmental programs a plus

IT MANAGER

Job description:

- Supervise of upgrade, image, troubleshoot and repair Apple Mac, Microsoft Windows, Chrome and other Operating Systems that laptops and desktops may need.
- Engage and assist in overseeing outside consultants who provide work or materials for the ICEF IT systems
- Monitor and maintain the existing ICEF IT internet, phone, and information systems and correcting dysfunctions and inadequacies as they are found
- Troubleshoot and repair basic operating system software malfunctions.
- Diagnose and assist in troubleshooting LAN and WAN network problems
- Train and develop a staff of 3-4 employees who will work at school sites to maintain internet service, computers, phones, and deal with other IT issues
- Provide instruction and assistance to School personnel in the operation and care of computer equipment, hardware and software.
- Supervises Support Technicians to ensure compliance with IT Support guidelines regarding all key performance indicators including quality, customer service, safety, IT requests completion and closeout, and productivity requirements.
- Communicate effectively with school personnel to coordinate activities where IT resources are needed and provide technical assistance.

Qualifications:

- College and/ or Trade School training.
- 3-5 years' experience as a support technician and at least 2 years of experience as a manager
- Basic knowledge of Microsoft Active Directory with ability to perform basic tasks
- Experience with computer imaging and cloning
- Must have prior experience working in an Information Technology Department with at least two (2) years of progressively responsible experience in the maintenance, installation, configuration, upgrades of hardware, software, and operating system of computers.
- Proficient knowledge of computer hardware and software systems and program installation.

IT TECHNICIAN (2)

Job description:

- Upgrade, image, troubleshoot and repair Apple Mac, Google Chromebook and Microsoft Windows laptops and desktops.
- Maintain and update inventory of software, hardware and resources.
- Track status of required repair and maintenance.

- Maintain a variety of records and reports related to computer repairs and inventory
- Provide support of School's email, web and third-party applications
- Using a variety of communication methods provides on-line support and assistance to users
- Help desk support and remote control of user systems as directed.
- Provide instruction and assistance to School personnel in the operation and care of computer equipment, hardware and software.
- Setup users and groups in Active Directory as well as in Google Admin Console
- Installation of all required software
- New user and equipment deployment setup
- Connect and set up computer hardware as well as network equipment.
- Communicate effectively with school personnel to coordinate activities where IT resources are needed and provide technical assistance.

Qualifications:

- High school diploma or equivalent. Some college and/or Trade School training preferred.
- Basic knowledge of Microsoft Active Directory with ability to perform basic tasks
- Experience with computer imaging and cloning
- Must have prior experience working in an Information Technology Department with at least two (2) years of progressively responsible experience in the maintenance, installation, configuration, upgrades of hardware, software, and operating system of computers.
- Proficient knowledge of computer hardware and software systems and program installation.

DIRECTOR OF SCHOOL & BUSINESS OPERATIONS

Job Description:

- Manage and coach School Operations Managers (SOMs) to ensure operational excellence at each school site
- Oversee school-based operations in areas including facilities, maintenance, safety, compliance, front office, and non-instructional services
- Coordinate training and professional development for SOMs and site-based operations teams
- Oversee network-wide accounts payable and receivable functions, ensuring accuracy, compliance, and timely processing
- Act as lead with insurance carriers for claims management and annual renewals
- Serve as project manager for ICEF’s annual financial audit process, coordinating with external auditors and internal stakeholders
- Lead contract administration and compliance tracking for network vendors
- Collaborate with School Operations Managers to implement corrective action plans following compliance audits or reviews
- Serve as point of contact for compliance-related inquiries, audits, and reporting across operations functions
- Coordinate training and professional development related to operational compliance for SOMs and school site staff

Qualifications:

- Bachelor’s degree required
- At least 7 years of progressive school operations experience, including site-level functions
- Minimum 4 years of experience managing a team, with a proven track record of coaching and developing staff
- Experience managing financial processes, vendor contracts, insurance, and audits

HOME OFFICE PROGRAM COORDINATOR

Job Description:

- Oversee office tasks including clerical duties and schedule management.
- Schedules meetings and communicates the invitations efficiently.
- Maintain phone systems and handle incoming calls professionally.
- Assist in team management by supporting staff needs and facilitating communication among team members.
- Order and maintain inventory of office supplies, ensuring that all necessary materials are stocked and available.
- Assists with Purchase Order processing, credit card purchases, and tracking.
- Manages the stamp postage accounts and FedEx accounts.
- Ensure the office environment is organized, clean, and conducive to productivity.
- Implement office policies and procedures to enhance operational efficiency.
- Performs additional duties as assigned by executive(s).
- Additional duties and special projects as needed and assigned in support of ICEF schools

Qualifications:

- High School Diploma; Bachelor’s Degree preferred;
- At least three years of work experience in an office setting;
- Proven experience in office administration or a similar administrative role is preferred.
- Familiarity with front desk operations and customer service practices is a plus.
- Experience with phone systems, clerical work, schedule management, and calendar management is highly desirable.
- Proficiency in office management software, calendar tools (e.g., Google Calendar, Outlook), and Microsoft Office Suite (Excel, Word, PowerPoint).

DIRECTOR OF STRATEGIC ENROLLMENT

Job description:

- Develop and oversee the execution of the student outreach and enrollment strategy, in collaboration with ICEF’s MD of Marketing, including new student recruitment and returning students' intent to return
- Manage ICEF’s annual budget for community events related to enrollment
- Provide guidance, support, and oversight to school sites on retention efforts for current students
- Create and leverage community opportunities to increase ICEF’s visibility with potential families

- Provide ongoing coaching to and development of direct reports, including annual goal-setting processes, periodic step-backs and retreats, and consistent coaching meetings.
- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for the enrollment team
- Monitor customer service quality across the network and prompt/facilitate training as needed
- Lead network and school site marketing efforts for student recruiting and support schools as they host information sessions, open houses, orientations, etc.

Qualifications:

- Bachelor's degree or commensurate work experience (required)
- 2+ years of work experience in a fast-paced, dynamic work environment
- Bilingual English and Spanish preferred, knowledge of and/or experience working in the communities we serve required
- Minimum of two (2) years of considerable experience in data-driven enrollment operations and complex data modeling that result in sustained growth in enrollment, diversity, academic quality, and increased retention

NUTRITION COORDINATOR

Job description:

- Assist with the development of short- and long-term goals through strategic planning for ICEF's school foodservice program that aligns with ICEF policies
- Ensures that Food Authority Binder complies with applicable authority regulations (Child Nutrition Information and Payment System, California Department of Education and United States Department of Agriculture regulation)
- Assist with annual internal audit such as data analysis, collection, reports, home income survey (alternate income form)
- Adhere to mandatory Nutrition training requirements
- Support with reconciliation of monthly vendor invoices and meal count
- Complete Monthly CNIPS claims for reimbursement
- Conduct annual nutrition training to students and staff at all ICEF school sites
- Collaborate with Data Analyst in the maintenance of Nutrition bulletin board to comply with Department of Health requirements
- Ensures that all school sites maintain proper records; including daily food transport documentation (Transportation Sheets)
- May be required to support meal distributions at school sites due to staff shortages
- Performs other tasks as directed

Qualifications:

- Bachelor's degree preferred but not required
- 3-5 years of experience, preferably in coordinator role, in a fast-paced administrative and/or operational support position
- School experience preferred but not required
- Skilled in Google Suite, Word, Excel and PowerPoint

SENIOR MANAGER OF HUMAN RESOURCES

Job description:

- Review Human Resources (HR) practices at ICEF and implement improvements to current protocols
- Collaborate with the executive and talent teams to develop and execute a comprehensive, strategic short and long-term plan for talent acquisition, development, retention, workforce, productivity, and performance management
- Oversee all recruiting and onboarding activities to ensure that ICEF hires the highest quality employees and sets up every new hire for success
- Collaborate with school leaders to ensure all teachers and staff are high-quality candidates and are compliant with state and local district policies, including ensuring all teachers are on clear credentialing pathways
- Manage all employee relations and compliance activities, including personnel investigations

Qualifications:

- Bachelor's degree in related fields required
- Experience building a high-performing HR team, with 3-5 years experience leading HR in an education setting
- Experience in school settings with 2 years experience with teacher credentialing
- Ability to build and implement defined processes for HR activities

HUMAN RESOURCES GENERALIST (2)

Job descriptions:

- Plan, organize and direct the daily operations of assigned functions within human resources services
- Receive staffing requests, check applicant pool, assist with verifying credentials, send appropriate applicants to sites with vacancies, communicate with school sites to learn which candidates the hiring manager elected, send employment offers to selected candidates, etc.
- Communicate with school sites and address their needs
- Verify standard credentials and qualifications
- Take part in training for credentialing, California Public Employees' Retirement System/ California State Teachers' Retirement System
- Assist with California Longitudinal Pupil Achievement Data System, California Statewide Assignment Accountability System, and Los Angeles Unified School District audits

Qualifications:

- Bachelor's Degree (preferred) or a combination of education, training and/or experience equivalent to a Bachelor's degree
- Professional in Human Resources or Senior Professional in Human Resources Certification (preferred)
- Three years in a personnel and/or labor relations function (preferred)
- Experience or strong interest in K12 public education (preferred)

TALENT ACQUISITION COORDINATOR

Job Description:

- Develop strong partnerships with colleges, universities, and credential programs with the goal of attracting top talent to ICEF
- Participate in recruitment and selection processes, including in-person and virtual recruiting events and interviews
- Co-manage an excellent hiring process, from employee recruitment to onboarding
- Conduct resume screens, phone interviews, and reference checks to determine if a candidate is a mission fit for ICEF
- Collaborate with site leadership and supervisors to provide a thorough onboarding process
- Verify appropriate credentialing requirements of all applicable employees, supporting staff in acquiring and clearing credentials as needed
- Advise the Managing Director of Operations, HR Manager, Principals, and teachers of the potential deficiencies in credentials as well as the upcoming need for renewal
- Maintain accurate and complete employee records, as well as compliance, benefits, and credentials
- Know public laws, policies, and procedures relevant to leaves, credentials, and State Teacher Retirement System (STRS)
- Collaborate with the HR team to ensure compliance with applicable employment laws and regulations

Qualifications:

- A minimum of an Associate's degree, in Human Resources or a relevant field is desired. A Bachelor's degree in Human Resources or a relevant field is ideal. We will consider an equivalent combination of education and experience.
- Minimum of 2 years of professional experience in talent acquisition or Human Resources
- Knowledge of commonly used strategies, concepts, practices, and procedures within the field
- Proven ability to operate professionally and maintain confidentiality

DIRECTOR OF MARKETING & COMMUNICATIONS

Job Description:

- Build and maintain a compelling and cohesive brand presence across print, digital, and community channels
- Lead public relations, press engagement, media requests, and crisis communications
- Manage ICEF's digital communications including website, email newsletters, and social media
- Design and oversee marketing campaigns supporting student enrollment and staff recruitment
- Support the CEO with internal communications, including newsletters, speeches, board reports, and talking points
- Build systems and processes to increase internal transparency, knowledge-sharing, and alignment
- Plan, coordinate, and execute high-impact events that promote ICEF's mission, including press events, community gatherings, staff celebrations, and student showcases

- Set quarterly and annual team goals aligned with network priorities and measure progress through clear KPIs
- Craft messaging that amplifies student and family voices and authentically reflects ICEF's communities
- Track and report performance metrics including engagement, reach, conversion, and brand perception

Qualifications:

- Bachelor's degree required; advanced degree in communications, marketing, public relations, or related field preferred
- At least 5 years of experience leading marketing and communications initiatives in a nonprofit, education, or mission-driven context
- Deep understanding of brand development, digital strategy, and social media best practices

MANAGER OF DATA & STRATEGY

Job description:

- Support the strategic decision-making of iCEF's senior leadership team: you will be helping the team look critically at our data to identify trends and generate hypotheses (e.g. *what to do about it*)
- Prepare content (data visualization) for our Board to help drive insight and discussion
- Conduct qualitative (benchmarking academic performance results using publicly available data sets) and quantitative research (designing surveys and analyzing results, focus groups), including data analysis, insight generation, and visualization of data (presentations, reports, etc.)

Qualifications:

- Relevant work experience (3+ years), Bachelor's degree in relevant field, and demonstrated analytical track record (coursework, professional experience, etc) – prefer someone with both quantitative and qualitative data collection and analysis experience (please send samples with your application), some experience with statistical analysis a plus (correlations, simple regressions)
- Experience engaging in equity work using a set of principles and practices through a lens of justice, equity, and inclusivity
- Strong ability to collect, organize, and synthesize data into insights; presumes facility with Excel, pivot tables; experience with surveys and Power Query a plus
- Strong command of Microsoft PowerPoint, Excel and Word (and/or other relevant programs such as Tableau, Software as Service (SaaS), etc.)

SENIOR COMMUNITY SCHOOLS COORDINATOR

Job description:

- Develop, manage and execute data driven strategies to address needs
- Lead systematic evaluation of program, activity and event effectiveness

- Utilize positive youth development resources to improve student attendance, behavior and/or academic performance
- Generate reports on outcomes of the Community School efforts for various stakeholders across ICEF
- Provide professional development and guidance to Community Schools Coordinators (CSC) in the area of data collection, data-based decision making, and prioritization of needs
- Collect, review and analyze student data to develop new strategies and plan for continuous improvement of existing interventions.
- Provide project support and management to all individuals secured to support the Community School effort
- Support the solicitation, coordination, and distribution of resources and/or ensure that this function is being performed in the context of the Community School across ICEF.
- Identify and build relationships with key service providers needed to best support students and families
- Provide oversight and support with ongoing law changes, professional development opportunities and/or requirements, and support CSC's in serving as the designated homeless and foster student liaison for their designated school sites

Qualifications:

- 3 year's experience in one or more major student/family support areas, e.g. academic support, mental health, afterschool, youth development, family support or leadership development
- Experience in coordination and/or management/administration in an educational, non-profit and/or human services setting
- Strong interpersonal and supervisory skills, with a diversely skilled workforce
- A high degree of cultural awareness, trauma informed approaches, and competency in cross-cultural practices with children and families
- Bilingual (English/Spanish) preferred

SCHOOL SITE STAFF

Elementary School Positions:

Principal
Assistant Principal
Teachers
Language & Literacy Specialist
Instructional Specialist
Custodian
Social Worker
Occupational Therapist
School Psychologist
Counselor
Instructional Aides
School Operations Coordinator
Community Schools Coordinator

PRINCIPAL

Job Description:

- Hires and develops highly competent people in all key roles at the school site and is able to entrust them with maximum responsibility
- Evaluates the performance of direct reports (including teachers and/or other school employees), coaching them on their individual professional development
- Plans and implements quality professional development through the mentoring/coaching of teachers and staff
- Provides effective data-driven professional development aligned with staff need and school-wide goals
- Leads the collaboration with all stakeholders on identifying goals for student achievement; assess progress towards meeting goals; collaboratively develop the school's Local Control and Accountability Plan (LCAP) and measure the outcome of goals
- Provides leadership in the area of curriculum, instruction, modifications and accommodations for teachers who serve students with diverse learning needs
- Responsible for planning the master schedule of classes for students and for assigning appropriate certificated staff to every course
- Continuously monitors, tracks and analyzes student achievement data in order to identify needed supports and strategies
- Implements and oversees effective, high quality data analysis cycles with teachers to facilitate the analysis of data provided by ICEF Common Assessments, unit assessments, and formative assessments
- Implements RTI strategies and structures for students based on student achievement data
- Skillfully manages school budgetary planning (e.g. LCAP) and business operations to support a culture of excellence that ensures maximum student achievement
- Establishes and fosters a positive, open and safe school culture for both students and staff
- Leads a data-driven school culture that includes the regular use of data by teachers, students and staff
- Implements and leads a robust Multi-Tiered System of Support that provides timely academic and behavioral support to students with identified needs (i.e., RTI, SST, SPED)
- Responsible for student discipline decisions and implements student discipline practices tailored to the specific needs of the school community, such as restorative practices and Positive Behavior Intervention & Support (PBIS).
- Maintains professional standards and a school environment that is productive, safe and focused
- Initiates and implements community support and advisory groups
- Disciplines all site staff, up to and including termination

Qualifications:

- At least one year of supervision experience required
- Hold a valid, California Multiple Subject or Single Subject Teaching Credential, or Pupil Personnel Services Credential (or an equivalent out-of-state credential)
- Master's Degree
- Possess proven management and leadership capabilities, as well as team-building skills
- Proven experience creating and implementing policies and demonstrated ability in creating and managing systems

- Skilled in Google suite and Microsoft Office products

ASSISTANT PRINCIPAL

Job Description:

- Serve as an instructional leader. Supervise curriculum and guidance program of the Charter School
- Provide leadership for, and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress towards meeting goals; develop the School's Single Plan for Student Achievement, if applicable, and measure the outcome of goals
- Assist in the Charter School climate that ensures the safety, health, and welfare of students, and personnel; organize and implement the School Safety Plan
- Counsel students, recommend and implement student disciplinary action in accordance with the school's charter, unique student population needs, ICEF policy and Education Code, where applicable
- Maintain positive public relations and outreach contacts with parents and community groups
- Attend and participate in monthly Parent Information Meetings
- Participate in ICEF Professional Development, and provide effective professional development and training when necessary
- Available for contact with parents, students, and staff to discuss student problems after class, at night, or on weekends (via cell phone or in person)

Qualifications:

- Bachelor's Degree (required), Master's Degree (preferred)
- Hold a valid, California Multiple Subject or Single Subject Teaching Credential, or Pupil Personnel Services Credential (or an equivalent out-of-state credential)
- Experience working with adult learners, coaching teachers, and delivering professional development
- Significant experience with developing school-wide systems/procedures and driving initiatives with staff
- At least 5 years of teaching/counseling experience in an urban school setting, serving low income and minority students, at multiple grade levels
- Experience coaching, leading and supporting teachers

TEACHERS

Job Description

- Teachers are expected to aspire to effective performance in all areas of the ICEF core values, principles and instructional strategies as described in their ICEF Effectiveness Criteria for Classroom Instruction
- Teachers will create a powerfully engaging curriculum designed to move students towards meeting proficient performance of the high priority standards identified in ICEF Instructional Guides and common core state standards.
- Teachers will regularly provide lesson plans to the Principal as agreed to with the Principal

- Teachers will provide clear information (through a periodic course syllabus) to students and parents regarding class objectives, weekly assignments, homework requirements, grading rubrics and grading scales
- Teachers are expected to employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs
- Teachers are expected to use Benchmark Exam results to determine differentiated re-teaching needed for low performing students
- Teachers are expected to collaborate with the Special Education Team and EL Support Staff to ensure that students with additional needs are able to access the curriculum.
- Teachers are expected to have a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class
- Teachers are expected to use the student information system to maintain accurate and up-to-date records of attendance, coursework, and to submit student report cards and school-wide assessment records on time
- Teachers are expected to attend and participate in professional development, monthly PIM (Parent Information Meetings), back-to-school nights, parent conferences, and office hours/tutoring as communicated by administration and track all efforts to create consistent and meaningful communication with parents

Qualifications:

- Bachelor's Degree
- Possession of a valid (internship, preliminary, or clear) Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- EL Authorization as applicable
- Demonstrated success working with students from educationally underserved areas
- Possession of either a Bilingual, Cross-Cultural, Language or Academic Development (BCLAD) certificate; a Cross-Cultural, Language and Academic Development (CLAD) certificate; a Bilingual Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate is desirable
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance

LANGUAGE & LITERACY SPECIALIST

Job Description:

- Work with teachers to develop and execute equitable and standards-aligned based intervention lesson plans
- Work with various teams (administrators, teachers, teacher leaders) to facilitate analysis of data provided by common assessments and formative assessments
- Continuously monitor, track and analyze student achievement data in order to identify needed literacy supports and strategies for all students
- Collaborate with schools to monitor ELL Levels, administer the ELPAC in a timely manner, and reclassify students when needed.

- Lead the implementation a comprehensive reading intervention program as a component of the school's Response to Intervention (RTI) model.
- Provide small group intervention to various groups of students throughout the school day.
- Provide training to school site staff training and support in the area of English Language Development.
- Support teachers through observations, planning, and modeling the various components of an ELA lesson as well as debriefing and giving feedback during teacher check-in meetings

Qualifications:

- California Multiple Subject or Single Subject Teaching Credential (or an equivalent out-of-state credential that is transferrable to California)
- BA Degree (required) Masters Degree (preferred)
- A deep understanding of instruction, including theories of literacy and effective math instruction
- At least 4 years of teaching experience in an urban school setting, serving low income and minority students
- A deep understanding of the CA Common Core Standards, current trends and best practices in curriculum design and instruction

SOCIAL WORKER

Job description:

- Serve on student support teams and special education committees at assigned schools in the division
- Review student records to identify previous barriers and/or interventions
- Support in the development and implementation of appropriate programs, groups and initiatives to target at-risk populations (truancy, behavior challenges, pregnancy, etc.)
- Interview students and parents to discuss issues related to non-attendance and develop a plan of action.
- Assist the school in following school board regulations for excessive absences and truancy; attend student support team meetings and court intervention
- Plan individual school and/or system-wide programs to promote positive, predictable, caring school environments
- Analyze information gained through record reviews and interviews to determine environmental impacts and appropriate resource needs; integrate gained information into a written report and oral presentation
- Regularly review and assess data tied to student attendance, behavior and academic achievement to support early identification and intervention with at risk students
- Support with ICEF’s crisis intervention team and developing school-based systems

Qualifications:

- MSW mandatory; license in Social Work (preferred)
- PPS Credential (required)
- CWA Certification (preferred)

- An earned master's degree in social work, education, or mental health-related field from an accredited college or university
- At least five years of employment in a mental health setting, working with school-age children

OCCUPATIONAL THERAPIST

Job description:

- Respond to requests for services and screenings for individuals to determine need for possible referral and intervention
- Gather and interpret data to evaluate student needs as a basis for treatment planning.
- Interpret evaluation findings to parents and instructional teams while participating in the development of Individual Education Programs (IEP's)
- Monitors student response to intervention and modifies strategies as indicate to attain goals.
- Develops intervention plans including measurable goals and objectives with strategies for meeting them
- Coordinate intervention plans with parents and other members of the instructional team, specifically focusing on sensory or fine motor-based interventions
- Develop appropriate home or community programming to enhance the performance of students within their natural environments
- Recommend termination of services once Educational Benefit has been achieved.
- Conduct and document evaluation results, treatment and follow-up
- Collaborate with the Director of Special Education and Director of Student Services in developing recommendations for protocol and procedures for Occupational Therapy

Qualifications:

- Possession of a valid certificate of registration issued by the American Occupational Therapy Association
- Applied Behavior Analysis (ABA) knowledge - preferred
- At least two-years of related experience in the field of Occupational Therapy & School Based Therapy preferred
- Skilled in Google, Word, Excel and Power Point – preferred
- Bilingual skills -- preferred

SCHOOL PSYCHOLOGIST

Job description:

- Provide individual, group and family counseling per IEP requirements.
- Integrate psychological services into the classroom environment as appropriate.
- Provide assistance to staff in the design and implementation of appropriate interventions and accommodations for students.
- Monitor the completion of case study evaluations and participate in IEP conferences and problem-solving meetings.
- Lead crisis intervention efforts and provide insight in the development of functional assessments and behavior intervention plans.
- Conduct psychological assessments and interpret results for students and participate in IEP conferences, team meetings, and problem-solving meetings.

- Provide support services to parents/guardians as needed.
- Coordinate and/or collaborate with a range of individuals/agencies to promote and provide comprehensive services to students and families.
- Provide and/or assist in professional development for staff, parents, and/or community.
- Participate in professional growth activities on a yearly basis including recertification in CPI, workshops, in-services, professional reading materials, SELPA trainings, and/or other trainings provided by ICEF.
- Proficiently use technology to communicate, compile reports, and collect data.
- Participate in building or program activities and meetings.
- Other duties as assigned.

Qualifications:

- Valid credential in School Psychology
- Applied Behavior Analysis (ABA) knowledge – preferred
- At least two-years of related experience in the field of Special Education
- Skilled in Google, Word, Excel and Power Point – preferred
- Bilingual skills – preferred
- Knowledge in behavioral mental health

COUNSELOR

Job Description:

- Provides, assists and/or participates in staff development regarding student behavior, values clarification, trauma-informed practices, and proactive discipline.
- Conduct classroom observations of students in order to help determine needs and/or to help with positive behavior support and/or behavior modification.
- Coordinate/support the school's site crisis intervention/management plan.
- The school counselor provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students.
- The school counselor consults with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.
- The school counselor coordinates all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the implementation of the school's social emotional curriculum, including social skills, violence prevention, sex education, bullying prevention, etc.
- Student expulsion hearings to ensure the school is in compliance with due process and fair hearing regulations.

Qualifications:

- Master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- A valid California credential authorizing pupil personnel services
- Knowledge and understanding of federal, state and local laws and District rules and policies pertaining to student health and human services.
- Ability to communicate effectively with students, parents, community representatives, local, state and federal agencies, colleagues and other charter personnel.

INSTRUCTIONAL AIDE

Job Description:

- Regularly conduct small group learning sessions with identified groups of students
- Provide individual and small group assistance with classwork
- Monitor student engagement and work completion during direct instruction
- Administer assessments as directed by the teacher/school administration
- Prepare materials for the class under the direction of the teacher.
- Use an answer key to grade tests and student assignments, recording, grading, drafting correspondence to parents, and handling routine filing of student's work.
- Assist with the maintenance and organization of the classroom environment.
- Reinforce classroom rules and directions to promote positive student behavior.
- Supervise hallways, and/or playground during nutrition and lunch periods
- Supervise students before, during and after school.

Qualifications:

- Associate Degree or a minimum of 48 college units
- Or passage of the CBEST and or Instructional Assistance Test (IAT).
- Skilled in Google, Word, Excel and Power Point

INTERVENTION SPECIALIST

Job Description:

- Diagnostic evaluations for students for the purpose of determining student performance levels.
- Assists in implementing instruction to students for the purpose of ensuring educational support for IEP implementation.
- Support student instruction for the purpose of ensuring successful progress towards student's goals and objectives.
- Provides individual and small group instruction.
- Assists teachers in carrying out positive reinforcement procedures.
- Assist teachers with the implementation of student behavior support plans.
- Supervise students as they go to lunch, recess, or other areas on campus, as applicable.
- Perform clerical work such as tracking service minutes, making copies, and organizing IEPs.
- Perform other duties as assigned.

Qualifications:

- Associates Degree or a minimum of 48 college units
- Or passage of the CBEST and or Instructional Assistance Test (IAT).
- 2+ years experience supporting students with disabilities
- Skilled in Google, Word, Excel and PowerPoint

SCHOOL OPERATIONS COORDINATOR

Job Description:

- Provide administrative/secretarial support such as answering phone calls, taking appointments, typing documents, filing, etc. to support school Principal, administrators and school staff.

- Monitor and coordinate office workflow including developing, assigning, training and implementation of workroom procedures.
- Assisting with scheduling para educators and managing substitute teacher process.
- Maintains inventory of office and school supplies, processes requisitions receive and distributes materials and supplies according to established procedures.
- Receives, reviews and approves all Student Attendance and Food and Nutrition reporting, provided by the Data Analyst.
- Overseas and implements school safety plans such as drills and evacuation plans.
- Oversees the implementation of a clean environment for both staff and students.
- Assists in organizing back to school night, student culminations and graduations, and other school events.
- Maintains multiple schedules and calendar for principal and all school activities.
- Collaborates with the Community Schools Coordinator (CSC) on Student Enrollment and other school events/ functions.

Qualifications:

- Associates Degree
- Bachelor's degree preferred.
- Two-year experience as a Supervisor in a fast-paced administrative support position in a school front office support - required.
- Skilled in Google, Word, Excel and Power Point

COMMUNITY SCHOOLS COORDINATOR

Job Description:

- Develop, manage and execute data driven strategies to address needs
- Lead systematic evaluation of program, activity, and event effectiveness
- Utilize positive youth development resources to improve student attendance, behavior and/or academic performance
- Collect, review and analyze student data to develop new strategies and plan for continuous improvement of existing interventions
- Conduct asset and needs assessments
- Facilitate the identification and coordination of basic needs services (clothing, housing support, food, connections to health care), ensuring that these services are effectively distributed to students and families.
- Identify and build relationships with key service providers needed to best support students and families
- Serve as the school site's designated homeless and foster youth liaison
- Monitor all budgets associated with Community School support at the school level
- Actively participate in team meetings, sharing relevant data, highlighting concerns and developing solutions
- Faculty meetings, grade level meetings, student success team meetings, PTO meetings, parent-teacher conferences, weekly meetings with the school principal
- Host parent and community workshops, trainings, and Parent Engagement Nights
- Collaborate with the principal on Parent Advisory Committee
- Support the Charter School with student recruitment efforts, data tracking, and enrollment

Qualifications

- 3 years experience in one or more major student/family support areas, e.g. academic support, mental health, afterschool, youth development, family support or leadership development
- Experience in coordination and/or management/administration in an educational, non-profit and/or human services setting
- Strong interpersonal and supervisory skills, with a diverse, skilled workforce
- A high degree of cultural awareness, trauma informed approaches, and competency in cross-cultural practices with children and families
- Bilingual (English/Spanish) (preferred)

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 require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures

- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the school site as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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.

SECTION 1

Means to achieve racial and ethnic balance:

IVEA seeks to ensure all ICEF students are confident in their identity and have the skills and behaviors to reach their fullest potential as leaders in college, career, and life. This will be done regardless of students' racial and ethnic backgrounds, special education status, or designation as an English Learner or Redesignated Fluent English Proficient. As such, IVEA strives to maintain a racial and ethnic balance among its students, as well as a balance of students who qualify for special education services and are designated as English Learners, including students redesignated as Fluent English Proficient.

IVEA is located in the Del Rey neighborhood of West Los Angeles, which has an area of 2.7 square miles with a population of 31,992, an average population density for Los Angeles. According to 2020 census data, Del Rey's population is 41.3% White, 32.1% Hispanic, 14.3% Asian, and 5.6% Black. ICEF Vista Elementary Academy serves a student population that is

93.7% Hispanic, 5.2% African American, and 98.5% of students qualify as socioeconomically disadvantaged.

IVEA will make every effort to recruit students of various racial and ethnic groups to achieve a balance that reflects the general population of the District. ICEF strives to keep students within the ICEF network and therefore IVEA has similar demographics to ICEF Vista Middle Academy.

Recruitment Plan:

IVEA's plan to achieve and maintain the racial and ethnic balance in alignment with the authorizing District plans and within the District's territorial jurisdiction, includes, but is not limited to, the following recruitment efforts, outreach, and activities:

- IVEA will maintain student demographic data to monitor the racial and ethnic balance of students enrolled in the Charter School.
- IVEA will conduct outreach efforts targeted toward student populations that may be underrepresented.
    - Outreach efforts (i.e., distribution of physical flyers, brochures, and recruitment materials) will be targeted at a diverse set of students in the geographical area where IVEA is located, with the goal that IVEA's enrollment will be reflective of the surrounding community and District elementary schools nearby.
    - ICEF will post banners and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in the language spoken by most families in the surrounding neighborhood (i.e., English & Spanish).
    - Outreach and recruitment activities, which may include open houses, generally take place between September and December each year. Locations of outreach activities may include the Charter School campus and schools in the surrounding communities that are hosting school fairs.
- IVEA will use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, social media, and sending out press releases to the local media.

PART I: ICEF and IVEA will engage in the following recruitment and retention activities on an on-going basis, which may be subject to change year-to-year:

ANNUAL OUTREACH AND RECRUITMENT ACTIVITIES	
MONTH(S)	**ACTIVITY**
SEPTEMBER	● Email to parents about <u>open enrollment</u> beginning and application for upcoming school year available on website in **October** ● Email to parents asking them to participate in a survey about their overall experience throughout the enrollment process
OCTOBER	● Reminder email to parents about <u>open enrollment</u> and application available on website

NOVEMBER	● Representation at local fall recruitment/transfer event for parents and students in South/West Los Angeles area ● "Save the date" email/text to parents via SchoolMint about open house event in **December**
DECEMBER	● Reminder email to parents via SchoolMint about open house event ● Email to parents via Parent Square with instructions for submitting intent to return for next school year ● Social media post announcing intent to return process
JANUARY	● Reminder email to parents via Parent Square about intent to return ● Reminder email to parents via SchoolMint about lottery run date during **second week of February**
FEBRUARY	● Lottery results email/text to parents via SchoolMint notifying of offer/waitlist placement and registration instructions ● "Save the date" email/text to parents via SchoolMint about registration workshop event in **March**
MARCH	● Reminder email/text to parents via SchoolMint about registration workshop event ● Lottery results follow-up email to parents via SchoolMint who have not accepted their student's placement/submitted registration ● Representation at local spring recruitment/transfer event for parents and students in South/West Los Angeles area ● Social media post congratulating newly enrolled students
APRIL	● Email to parents about application deadline approaching **end of May** ● Lottery results follow-up email to parents via SchoolMint who have not accepted their student's placement/submitted registration
MAY	● Reminder email to parents about application deadline approaching **end of May** ● Lottery results follow-up email to parents via SchoolMint who have not accepted their student's placement/submitted registration
JUNE	● Lottery results follow-up email to parents via SchoolMint who have not accepted their student's placement/submitted registration
JULY	● "Save the date" email to parents about new student orientation/welcome event in **August** ● Email/phone call to parents who have not accepted student's placement/submitted registration
AUGUST	● Reminder email to parents about new student orientation/welcome event ● Dates/deadlines section of website updated to reflect upcoming school year
ONGOING	

- Email/phone/text outreach to parents interested in enrollment for current/upcoming school year
- Communication to parents regarding upcoming application deadlines and extensions, updates to application status
- Social media posts highlighting school events/announcements, student accomplishments and classroom activities
- School tours open to future families and students
- Proactively share of the resources ICEF offers via social media, website, and other modes of communication
- Attend community events and share more about IVEA (e.g., Taste of Soul)
- Foster family engagement and feedback into everything IVEA does
- Expand the Charter School's work as a community school and work with community partners
- Proactive outreach to students and families to hear strengths and opportunities
- Opportunities to engage in ICEF-wide arts and athletic events or programs

PART II: Language Used for Outreach and Recruitment

All recruitment and enrollment materials are available in both English and Spanish, via electronic and paper modalities. To ensure all interested families received adequate information about the Charter School's policies and procedures, orientation meetings, both open house events and school tours will take place in English and Spanish.

Translation of materials and information (written and verbal) into other languages will be made available upon request.

SECTION 2

PART I: Balance of Special Education Students

ICEF Public Schools encourages all students to enroll in the Charter School. IVEA does not discriminate or discourage enrollment based on disability or any of the following characteristics: achievement scores, economic disadvantage, English Learner status, ethnicity, foster youth, homeless, nationality, neglected, race, sexual orientation, gender identity and expression in IVEA enrollment procedures, educational programs, services, or any other programming that is provided for students.

IVEA believes in all students and setting them up to be on a transformational journey towards success. During the recruiting process, ICEF does not request any records prior to admission and all students receive a fair and equitable opportunity to join the ICEF family.

After admission, for special education students all placement and continuum of service decisions are made collectively as an IEP team once IEPs are received from newly enrolling families as part of the enrollment process, outlined in Element 8 of the Petition.

ICEF Vista Elementary Academy's plan for achieving and maintaining special education enrollment reflective of the balance with the District's special education population percentages includes the following recruitment efforts, outreach, and activities:

- ICEF will maintain student program and enrollment information to ensure accurate accounting of students with disabilities.
- IVEA will conduct outreach efforts targeted toward student populations that may be underrepresented.
- Outreach materials (i.e., flyers, brochures, and other recruitment materials) will include information regarding special education services.
- Following the open enrollment period and random public drawing, the Charter School will review enrollment data to determine the efficacy of outreach efforts and make appropriate modifications to outreach plans.
- Based on 2024-25 data, IVEA's enrollment includes 15.9% of students receiving special education support and services, slightly higher than the LAUSD enrollment of 15.6%.

PART II: Balance of English Learners (ELs), including Redesignated Fluent English Proficient (RFEP) pupils reflective of the general population of LAUSD

IVEA's plan for achieving and maintaining English learner and RFEP enrollment reflective of the balance within the District's territorial jurisdiction, including redesignated fluent English proficient pupils, includes the following recruitment efforts, outreach, and activities:

- ICEF will maintain student program and enrollment information to ensure accurate accounting of English Learners, including Redesignated Fluent English Proficient students.
- At least annually, ICEF's school and executive leadership will review student enrollment percentages for English Learners, including Redesignated Fluent English Proficient students.
- ICEF will conduct outreach efforts targeted toward student populations that may be underrepresented.
    - Outreach materials (i.e., flyers, brochures, and other recruitment materials) will include information regarding support for English Learners.
    - Outreach materials (i.e., flyers, brochures, and other recruitment materials, including pre-lottery applications) will be provided in both English and Spanish, the languages spoken by families in the community.
- Following the open enrollment period and random public drawing, the Charter School will review enrollment data to determine the efficacy of outreach efforts and make appropriate modifications to outreach plans.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation

or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

The Charter School's enrollment procedures, educational programs, services, or any other programming that is provided for the students is open to all. Additionally, no test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Enrollment Eligibility and Requirements

In order to be eligible for enrollment in the Charter School, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All students shall reside in the State of California.
- For expelled students, a student or parent/guardian may petition for readmission into an ICEF Public School, or admission of the expulsion was from a non-ICEF school, one calendar year from the date of the incident which resulted in the student's expulsion. Petitions to readmit an expelled student must be approved or disapproved by the Administrative Hearing Panel (AHP) within three (3) days after hearing the case. The ICEF Board then reviews AHP recommendation and votes to accept or overturn the recommendation.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following enrollment procedures will be enforced. An admitted student will be removed from any ICEF school if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Complete enrollment documentation package must be submitted to the Charter School no later than the deadline published for that school year.
- The enrollment documentation may include, but is not limited to, the following[2]:
    - Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English language learner;
    - Authorization for the Charter School to request and receive student records from all schools the student has previously attended or is currently attending;
    - Proof of full immunization;
    - Proof of health examinations and oral examination required by the Health and Safety Code;
    - Proof of age;
    - Emergency card;
    - Free/reduced price meal application;
    - Proof of California residency;
- Parents/guardians/caregivers attend an Information Open House Meeting or its equivalent.
- The signed receipt of Parent & Student Handbook and the signed Student/Parent Compact, returned to IVEA.

STUDENT RECRUITMENT

Recruitment efforts of incoming students will begin annually around September for the following school year and may include informational mailings to households within Del Rey and surrounding neighborhoods, flyers distributed throughout the community, open houses and information sessions, and attending community events. The Charter School's outreach and student recruitment plan to achieve racial and ethnic, Special Education, and English Learner balances is detailed in Element 7 and will be followed during the enrollment period. The Charter School will assess and develop appropriate engagement and recruitment strategies for students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, and English learners.

[2]In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Recruitment materials are provided in both English and Spanish, and distributed widely within the community. If a family member requests for information to be translated in another language, IVEA will work to provide that translation.

PUBLIC RANDOM DRAWING PREFERENCES & PROCEDURES

IVEA is open to any student residing in the State of California who meets the eligibility requirements described herein. If the number of pupils who wish to attend IVEA exceeds the Charter School's capacity, admission (except for existing pupils of the Charter School) shall be determined by public random drawing ("lottery"). A lottery is a random selection process by which applicants are admitted to a charter school. Education Code §47605(e)(2)(B requires a charter school to hold a lottery that provides eligible students with an opportunity to attend the Charter School, but only if admission interest exceeds available seats at the time of open enrollment deadline.

IVEA shall maintain records of its lottery and enrollment procedures. These records shall be available to the District upon request.

If a lottery is necessary, preference will be given sequentially in the following order:

1. Students who reside within the Los Angeles Unified School District boundaries;
2. Siblings of students enrolled at the time of the lottery and reside within Los Angeles Unified School District boundaries;
3. Siblings of students enrolled at the time of the lottery and reside outside Los Angeles Unified School District boundaries;
4. Students who reside in the State of California

Students exempt from the lottery process are as follows:

- Those students already attending the Charter School

In order to participate in the lottery, a family must fill out the online lottery interest application found on ICEF's website. The open enrollment period begins in October and runs through the remainder of the year. IVEA staff is available to assist families experiencing any connectivity issues. Site staff will enter the data manually for any family who does not have access to the online interest application.

Families will receive an electronic confirmation once the online form is complete. It is the family's responsibility to contact the Charter School's main office if any information they have submitted changes. Online applications will be accepted on a rolling basis starting on October 1 of each school year.

The IVEA lottery procedures are described below.

- The lottery will be held on a designated date each year for ICEF schools.
- The lottery will be held in the second week of February, if needed. The specific date will be confirmed and communicated broadly to schools managed by ICEF Public Schools, families, ICEF Board of Directors, and the community each school year.

- The lottery date and location will be advertised to all families at least two weeks before the lottery date via email. The lottery will be streamed online using a platform like Zoom or Facebook Live to ensure all interested families have access to join.
- Families may attend the lottery in person, but do not need to be present in order to participate.
- Only open seats will be filled.
- Names of students who filled out lottery applications by the Charter School's designated deadline will be entered into the lottery.
- All students entered into the lottery will be assigned a lottery number.
- Families selected in the lottery will be notified by text, email, and/or telephone. Notified families must accept the offer online through the lottery portal or notify the Charter School of their decision within 7 business days of notification.
    - Families that do not respond will be withdrawn from the list and, if they then express interest in attending IVEA, they will be added to the end of the waitlist.
    - The same timeline also applies to offers of admission from the waitlist.
- ICEF will utilize an automated platform, such as SchoolMint, to perform the lottery drawing.
- Families not selected in the lottery for admission will be placed on the waitlist in the order the student's name was pulled.

ICEF will use a system that automates and streamlines the lottery online interest applications and the waitlist for ICEF. The Charter School staff will be able to manage all lottery forms and view analytics online. Lotteries are run by a secure computer algorithm that runs rules and priorities as set forth in the Petition and ensures they are followed every time. This will assure families of an equitable, tamper-proof process. In addition, the system will automate waitlists and track open seats in real time and automatically notify families when a space is available. Families may also contact the Charter School's front office at any time to verify their waitlist status.

Jointly, IVEA, ICEF and any outside vendor implement, design, configure, and test the algorithm to ensure it is configured accurately based on the petition enrollment preferences, both for the lottery and waitlist. The system balances various lottery quotas, preferences, rules, timelines, and seat availability to generate transparent, accurate outcomes. These fair, transparent processes will remain in place regardless of the system ICEF uses to administer the lottery.

The charter management organization , ICEF Public Schools, will audit the online system used to run the lottery to ensure fair and accurate results. If a waitlist is generated, it will also be audited after the lottery to ensure families are properly placed on the waitlist based on all criteria outlined in this charter. The Charter School documents the fair execution of its lottery and waitlist procedures through the lottery and enrollment system, SchoolMint, which automates the process according to lottery preferences.

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(c)(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)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

ANNUAL AUDIT PROCEDURES

The ICEF Director of School Business and Operations or other designated fiscal and operations staff will interview and recommend an independent auditor to the Board each year during the month of March. ICEF then will contractually engage the auditor to perform both audit and taxation services for the upcoming fiscal year. The Chief Executive Officer will be authorized to execute the contract for these services.

Following the conclusion of the fiscal year, the ICEF Director of School Business and Operations or other designated fiscal and operations staff will immediately work with the back office provider and data team to prepare all of the reporting documentation required by the auditor to complete their audit report in compliance with Generally Accepted Accounting Procedures ("GAAP"). ICEF will also solicit from the auditor the list of documents needed by the auditor for their audit process. This documentation will be submitted to the audit firm as it becomes available. ICEF, the back office provider, and relevant departments or staff will assist the audit team in receiving all required documentation in a timely manner.

All efforts will be made to complete a draft audit no later than the end of October for review with ICEF's Executive Team, the back office provider, and any other required personnel. Any additional documentation or necessary qualifications will then be completed so that a final audit may be presented to the Audit Committee for review during November of that year. The Audit Committee will then recommend the Board of Directors' acceptance of the final audit report at the Board's November or December meeting.

Once accepted by the Board, the ICEF Director of School Business and Operations will ensure that the audit is signed by the auditor and copies are distributed to the appropriate governmental agencies, authorizers, lenders, etc. prior to their deadline dates.

AUDIT COMMITTEE

At the annual June board meeting, in accordance with ICEF's By-Laws, ICEF's Board of Directors will appoint an Audit Committee for the next fiscal year consisting of three (3) board members who cannot be members of the Finance Committee. No members of the ICEF staff may be appointed as members of the Audit committee.

AUDITOR SELECTION AND QUALIFICATION PROCESS

The Board will select only Certified Public Accountants (CPAs) who are certified as being in good standing by the California State Controller's Offices (CSCO). ICEF will ensure that the auditor's license is current and active by conducting a license search in CSCO's webpage.

AUDIT EXCEPTIONS, DEFICIENCIES AND FINAL APPROVAL

ICEF will resolve any audit exceptions and deficiencies with the auditing agency prior to the completion of the auditor's final report and, in any event, to the satisfaction of the District. At the conclusion of the audit, the Audit Committee will review the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the ICEF Board of Directors. The Board will review and approve the audit no later than December 15, or the required deadline. The final Board approval of the Audit will be reflected in the Board minutes.

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, 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 the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, 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) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) 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) ." **(Ed. Code § 47605(c)(5)(J).)**
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(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.. 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.

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may

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

READMISSION

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

REINSTATEMENT

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

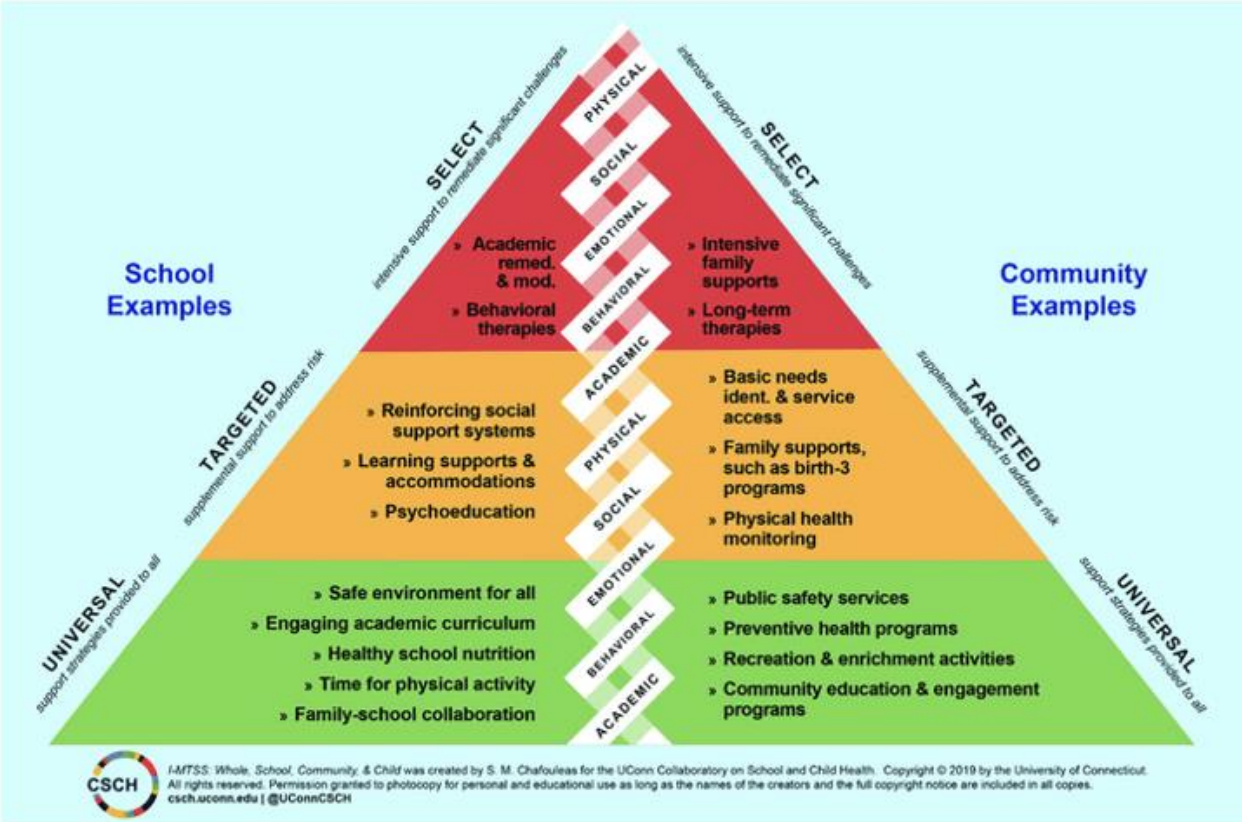
GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

IVEA is committed to providing a positive and safe school environment that nourishes the whole child. The discipline policy is designed to provide fair, equitable, and consistent guidelines for addressing student behavior with the students' best interests at heart. ICEF and IVEA prescribes a multi-level approach that emphasizes positive reinforcement, proactive staff involvement, and student support services.

The multi-tiered approach that ICEF follows incorporates the whole child, supporting both at school and the families at home, and is described as follows:



**Adopted from Collaboratory on School and Child Health (CSCH) & University of Connecticut*

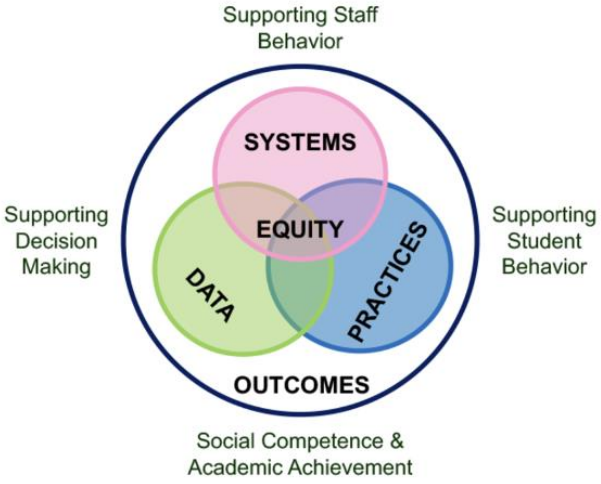
Students at each ICEF Public School embody the ICEF Core Values of equity, community, growth and commitment. Students are recognized and rewarded for modeling appropriate behaviors and students are taught self-respect and self-discipline through Positive Behavioral Interventions and Supports ("PBIS"), which serve to make negative behaviors less relevant and desired behavior more functional.

At ICEF there is a foundation of Positive Behavior Intervention Supports. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting students' outcomes every day. The tiered framework utilized at ICEF incorporates interventions addressing behavioral, academic, social, emotional, and mental health needs. When implemented with fidelity, PBIS has not only supported students, but has also improved the culture of the Charter School as a whole.

Basic student expectations are founded on the following tenets:

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

The five interrelated elements of PBIS come from PBIS.org and have been approved by *Ideas That Work* from the US Department of Education.



Additionally, ICEF has the following procedures in place:

- Standards of behavior, school rules, and consequences for violating school rules are thoroughly and clearly communicated to all stakeholders, including students, parents, teachers and administrators. Teachers, staff, and administrators will repeatedly reinforce expected student behaviors, both in and out of the classroom.

- All ICEF employees, including teachers, staff, administrators, and volunteers, will play an active role in teaching and modeling mutual respect, effective communication skills, problem solving, and conflict resolution techniques to ICEF students. *Administrators will ensure that all teachers, staff, and administrators receive adequate and continual training on classroom management, with an emphasis on techniques to effectively deal with disruptive student behavior. School Principals will ensure that staff designated to deal with student discipline have required qualifications to address students' social-emotional needs. These staff may include the Assistant Principal, Director of Student Services, or School Counselor.*

- The entire ICEF Staff will be expected to contribute to a supportive school climate by providing students with positive reinforcement (i.e., recognizing and rewarding positive student behavior). *All students will be treated in a respectful manner and be given opportunities to have healthy interactions with peers and adults.*

- Violations of standards of behaviors by students will lead to corrective actions (consequences), which will be strategically related and relevant to student specific violations. *Consequences for violation of expected student behaviors or school rules will not be random, shame provoking, or inadvertently cause harm to students in any way.*

- Student discipline will be documented, monitored *on a monthly basis and trends will be evaluated.* Staff will be required to record behavior incidents directly into the PowerSchool student information system, ensuring that all relevant details, such as the type of behavior, time, date, and involved students, are logged. Features in the system allow school administrators to generate monthly reports that analyze behavior data across various categories, such as attendance, discipline referrals, time of incidents, location of incidents, as well as positive behavior recognitions. This allows the administrative team to evaluate the effectiveness of current behavior management

strategies and interventions by looking at trends over time. This evaluation guides decision-making for additional training for staff, the implementation of new behavior support programs, or adjustments to existing practices.

Using Data: Student Support and Progress Team

IVEA utilizes the Student Support and Progress Team (SSPT) as a systematic approach to tracking and addressing student behavior data regularly. Initially, the SSPT collects and reviews behavior data from various sources, including classroom observations, disciplinary records, and student self-reports. The SSPT consists of a school administrator, teacher(s), parent, counselor (as needed). The team meets regularly to analyze this data, identifying patterns and trends that may indicate behavioral issues or areas needing intervention. Based on this analysis, the SSPT develops targeted strategies and interventions to support students, such as behavioral coaching, counseling, or adjustments to classroom management practices. The process includes setting specific, measurable goals for behavior improvement and regularly assessing the effectiveness of the interventions. By continuously monitoring and adjusting strategies based on data, the SSPT ensures that interventions are responsive to student needs and contribute to a positive and supportive school environment.

Alternative to Suspension Practices

IVEA believes in restorative practices and using alternatives to suspension. Some of the following are ways the Charter School responds to student discipline in lieu of suspensions.

Individual or Group Counseling:

Depending on the behavior, ICEF implements natural consequences to support students in allowing this to be a learning opportunity. Natural consequences refer to outcomes that naturally occur as a result of a student's actions, that are designed to help students understand the impact of their behavior without the need for artificial punishment or external interventions. These consequences are learning opportunities, encouraging students to reflect, take responsibility for their choices and understand the cause-and-effect relationship of their actions. For example, some students will be asked to engage in individual or group counseling such as a group for anger management, executive functioning, etc. During these sessions, students may engage in Ripple Effects Modules (e.g., personalized CASEL-aligned instruction and trauma-informed lessons that are differentiated by the needs of each student). Some sample topics in Ripple Effects are around safe relationships, drug and alcohol use, bullying prevention and understanding one’s emotions.

Restorative Justice Practices:

Some examples of restorative practices utilized at ICEF include:

- Community circles
- Restorative circles
- Shared classroom agreements and norms
- Re-entry meetings
- Re-entry circles
- Conflict resolution programs
- Direct instruction on building healthy relationships

- Development of conflict resolution skills, sense of belonging and agency
- Restorative justice tribunal
- Peer-led restorative practices
- Mindfulness activities
- Affective statements
- Problem solving charts and instruction
- Direct instruction of SEL skills
- Peer mediation

Alternative to Suspension Team Meetings:

If the behavior is more extreme, in lieu of suspending a student, the IVEA team might instead hold an alternative to suspension team meeting. The team members invited include, but are not limited to, the following:

- School Administrator
- Counseling and/or Social Worker
- School Psychologist, if appropriate
- Teacher
- Parent
- Student, if appropriate
- Any other member with knowledge of the student. Examples include: Director of Student Services, Instructional Aide, Community Schools Coordinator

During these meetings, the team will do a comprehensive review of all historical academic, social, emotional, and behavior data. They will also review the incident that led to this meeting and from there, the team will create a plan to support the child that includes as many protective factors being put in place to support the whole child.

Tiered Behavior Interventions

Interventions	**Description** *What are they? When do we use them?*
Tier 1 Interventions	
Universal Strategies Designed To: ● Promote positive behavior ● Create supporting learning environments ● Establish proactive measures	● Implementation of School-wide expected behaviors: SHARP (Safe, Honest, Accountability, Respectful, Pride) ● Clear expectations and routines for common areas (hallways, restrooms, MPR) ● School-wide reward system (Knight Cash, ClassDojo) ● Student Celebrations (Awards Assemblies, Fun Fridays) ● ICEF Embrace the Mind Mental Wellness Curriculum Implementation ● Leader in Me - leadership curriculum implementation
Tier 2 Interventions	
Check-in/Check-Out System	The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support. Who does it work for?

	● A student who is struggling with Tier 1 goals and behaviors ● Low engagement in class participation and classwork ● Students who respond positively to adult attention ● Struggles with focus, attentiveness, and emotion regulation When to use it ● Morning Check-in ● Throughout the day ● Check-out - End of the day
Offering Choices	Allow students to indicate their preference at specific points in time and throughout their day and then giving them access to the items or activities they choose. Who does it work for? ● Students who display problem behaviors to escape participation in activities or avoid using materials that they find relatively unappealing, undesirable, or difficult. When to use it ● Offering students choices should be a regular part of classroom management and strategy ● When telling any student to do something or giving a directive ● When a student is reluctant to do something ● When a student is stuck on making a decision ● When a student engages in a power struggle or is argumentative ● When students make excuses ● When students are reluctant ● When giving consequences ● When giving rewards
Movement Breaks	A quick, structured break using physical movement, mindfulness exercises, or sensory activities. This gives students a brief rest from what they're doing to help their brains shift focus and return ready to work and learn. Who does it work for? ● Students rocking in their chairs, or constantly getting up and moving around the class. This could also include students with ADHD. When to use it ● This is recommended for students who are seeking out additional movement.
Social Skills Groups	Small groups (typically 2 to 8 students) led by an adult who teaches the students how to interact appropriately with others their age. They can help students learn conversational, friendship, and problem-solving skills. Who does it work for? ● Students who need support to learn specific social skills When to use it ● Students who need support with common social skills
Small Group Counseling	Small groups focused on a particular behavior (anger management, following directions, self-control, etc.), 3-4 students

	Who does it work for? ● Students who need support with a particular behavior When to use it ● After implementing a social skill group with fidelity.
Visual Timers	Visual times help students manage time and stay on task by providing a clear, visual representation of time passing. This tool is particularly effective for students who struggle with time management, transitions, or completing tasks within a set period.
Token System/Point Charts	Token systems/point charts are used to reinforce positive behavior by awarding tokens or points when students meet specific behavioral or academic goals. These tokens can be exchanged for rewards or privileges, creating an immediate and clear connection between behavior and positive outcomes. This intervention helps students develop self-discipline and motivation,
After School Detention Session	A consequence in which students are required to remain in a designated room for a specified amount of time outside of school hours. Who is this for? ● Students who have engaged in repeated or intensified behavior infractions. ● Students who receive an after school detention always receive a 24 hour notice to serve their detention and parents/guardians are called, by a staff member, to give notice as well.
Individualized Ripple Effects Modules	An age appropriate training to build social-emotional learning skills for healthy relationships and active citizenship
Mentorship Groups	A type of mentoring in which one mentor works with several mentees at once in a group.
Tier 3 Interventions	
1:1 Counseling	1:1 counseling focuses on a particular behavior (anger management, following directions, self-control, etc.). Who does it work for? ● Students who have engaged in small group counseling and demonstrate a need for more intense support.
Preference Assessments	Identify specific activities, items, or reinforcers that motivate an individual student. By tracking the student's preferences, teams can tailor motivational strategies that increase engagement and positive behavior in academic or social settings.
Behavior Plans	Designed to identify target behaviors and create a plan for supporting the student. These include any of the above interventions. Interventions may be intensified related to frequency and data collections. Behavior plans are revisited every 4-6 weeks to assess effectiveness.

Overall, ICEF believes in taking a proactive and restorative approach when it comes to student discipline. More important than punishment, IVEA believes in teaching students skills that they will be able to take with them for the rest of their lives.

ICEF'S SUSPENSION AND EXPULSION POLICY

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

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction, especially if it is in the best interest to keep the student or others safe. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, as it may be amended from time to time; amendments shall be discussed with the LAUSD CSD to determine whether a material revision to this charter petition may be required. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its procedures will be printed and distributed annually as part of the Student Handbook in the section designated for Behavior Expectations and Disciplinary Policy and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the ICEF Public Schools Student Discipline 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.

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

ICEF administrators and teachers recognize students and families have certain legal safeguards. All ICEF Schools provide due process for all students. Upon suspension or expulsion, all parents/guardians[3] and students receive adequate notice regarding the grounds for suspension and expulsion and are informed of their due process rights and their rights to appeal. ICEF Public

[3]The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Schools will ensure that all policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law. The LAUSD CSD will be consulted prior to any modification to the approved charter petition.

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Grounds for In-School and/or Out of School Suspension

A student may be suspended or expelled for prohibited misconduct, if the act is related to the Charter School activity or school attendance occurring at any time including, but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity.

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

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support from a credentialed staff member for material related to all missed classes. The following describes the process for In School Suspensions:

Location: Students serving in-school suspension will complete their suspension in a designated area within the Charter School, such as a separate classroom or resource room. This environment will be designed to minimize distractions while allowing for continued engagement in educational activities.

Supervision: A credentialed staff member will supervise the student during their in-school suspension. This supervisor will monitor the students' behavior, ensure that they remain engaged with their assigned work, and provide support as needed.

Instruction: Students will receive their instruction through a structured curriculum tailored to their needs. They will be given assignments from their regular classes and access to necessary materials. The supervising staff member will assist students in understanding the material and completing their assignments, ensuring continuity in their learning.

Family Notification: Families will be notified of the in-school suspension via a formal notice on paper, by email and a phone call, detailing the reason for the suspension, the duration, and any specific requirements for their child during this period. For foster children, educational rights

holders, attorneys, and county social workers will also receive this information to ensure transparency and support.

Duration: The maximum duration for in-school suspension will be two days per incident, with a cumulative maximum of five days within a single academic year. This approach aims to balance accountability with educational opportunity.

Addressing Offenses: The Charter School acknowledges that certain offenses, such as hate violence, harassment, and terrorist threats, are excluded from in-school suspension as per Education Code Section 48900. However, if the Charter School deems in-school suspension an appropriate option for related offenses, it will implement strict safety protocols. This includes:

- Conducting a thorough assessment of each incident to determine the context and needs of the involved students.
- Ensuring that all staff members are trained in conflict resolution and restorative practices.
- Providing additional support and counseling to the affected students to address underlying issues and prevent future occurrences.
- Maintaining clear communication with families to involve them in the resolution process and support their child's behavioral improvement.

MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATION

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occurs at school or at a school activity off campus.	Principal **must** recommend expulsion when the following occurs at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate**.**	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.
1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a IVEA school employee, with the Principal's or designee's concurrence.	1. Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious. [See II.1])** 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance.

2. Brandished a knife at another person.	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	4. Caused or attempted to cause damage to school or private property.) 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco. 7. Committed an obscene act or engaged in habitual profanity or vulgarity.
3. Unlawfully sold a controlled substance.	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, or over-the-counter and prescribed medication)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Knowingly received stolen school or private property. 10. Possessed an imitation firearm. 11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4).	4. Robbery or extortion.	12. Engaged in sexual harassment. 13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 14. Made terrorist threats against school officials or school property, or both. 15. Willfully used force or violence upon the person of another, except in self-defense.
5. Possession of a destructive device	5. Assault or battery as defined in Sections 240 and 242 of the Penal Code, upon any school employee.	16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. **17. Any behavior listed in Category I or II that is related to school activity or school attendance but that did <u>not</u> occur <u>on campus</u> or at a <u>school activity</u> off campus.** 18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. 20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. 21. Aided or abetted the infliction of physical injury to another person (suspension only).

For Categories II and III, the Charter School must provide evidence of <u>one or both</u> of the following **<u>additional findings</u>: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.*

***Grades 4 through 12 inclusive.*

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 a term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

If it is determined by the ICEF Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive 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.

Authority to Suspend and Expel Students

The School Principal or Assistant Principal may suspend or recommend expulsion of a student if it is determined that the student committed any act(s) listed under Category I or Category II of the ICEF Public Schools Matrix Suspension and Expulsion Matrix. Suspension and/or expulsion of a student from school is allowed only if the act committed is related to the Charter School activity or school, occurring at any ICEF Public School or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

A pupil may be expelled only by the Board, following action of the Administrative Hearing Panel.

Suspension Procedures

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

Suspensions not followed by a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of

the suspension. When possible, suspended students will be given the opportunity to get classwork and homework before they leave campus.

In the event that a suspension is extended pending an expulsion hearing, IVEA will engage in the following procedures:

Suspension Extension:
Suspensions are extended pending an expulsion hearing to provide time for additional investigation and determine the availability of the family and impartial staff for the expulsion hearing. During this period, the Charter School administration will notify the student and their family of the extension and the timeline for the expulsion process.

Interim Placement Procedures:

Interim Placement Procedures apply to all students. Students with an Individualized Education Plan (IEP) or 504 Plan are offered an online learning structure if the family denies interim placement with Los Angeles Unified School District.

- **Interim Placement**: Students who are suspended pending expulsion will be placed in an interim online learning environment. They will receive instruction through a structured online platform, allowing them to maintain academic progress during their suspension. If a student with disabilities is suspending pending expulsion, they receive a manifestation determination. If the suspension is pending expulsion where interim placement requires exploration, they would continue to receive their services, including but not limited to, speech and Resource Specialist Program services.

- **Online Learning Structure**: Students will be assigned work via the online platform, which will include daily live interactions with a certificated teacher. This ensures that students have meaningful access to education and support throughout the duration of their suspension. The online learning environment will provide students with access to a curriculum aligned with their grade level, ensuring they can continue to engage with core subjects and complete assignments. A certificated teacher will monitor student progress and provide feedback to support learning objectives, facilitating a smooth transition back to the regular classroom upon the conclusion of the suspension and expulsion process.

- **Duration**: The interim placement will last no longer than 30 calendar days, providing ample time for the expulsion process to take place while ensuring students are not deprived of their right to education.

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

To ensure the Charter School complies with federal and state constitutional procedural and substantive due process requirements for students with disabilities its policies and practices will align with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and relevant California Education Code provisions.

Suspensions shall be initiated according to the following procedures:

1. **Notification to Parent or Guardian –** At the time of the suspension, the School Principal, Assistant Principal, or Office Manager shall make a reasonable effort to contact the

parent/guardian by telephone or in person upon pick up at the school site, or through a home visit if the school is unable to reach the parent through other means. The parent/guardian participates in an Informal Conference, whenever possible, and receives the Suspension paperwork.

2. **Informal Conference** - Once the parent/guardian is notified, they participate in an informal conference within 24 hours of the suspension, with the School Principal or Assistant Principal to discuss details of the suspension, including the offense(s) committed and/or the Charter School's Code of Conduct and the duration of the suspension. During this conference, the parent/guardian will receive the official suspension notification letter. The student will also receive classwork that must be completed during the time of suspension.

    a. The conference may be omitted if the Charter School Principal or Assistant Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students and/or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense. This **conference shall be held within two (2) school days**, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

3. **Return to School Conference** – Upon returning to school, the School Principal or Assistant Principal, participates in a conference with the student and parent before they return to class. During this conference, the School Principal or Assistant Principal reviews and reinforces the school's positive behavior expectations and Code of Conduct. This also may include safety planning with the student in order to ensure that protective factors are in place to support the whole child.

Right to Appeal Suspensions

All suspensions are decided by the School Principal, Assistant Principal or designee. These suspensions can be appealed to the Chief of Schools by written request (hand-delivery or email acceptable) and may only be submitted from the day of suspension to five (5) school days following the last day of the student's suspension

APPEAL PROCEDURES FOR SUSPENSIONS

A parent may appeal a suspension if the parent disagrees or feels that the suspension is not justifiable.

When issuing a suspension of any type, the principal shall, along with the Pupil Suspension Notice, provide the "Student Suspension Appeal Form" with instructions to the parent.

A. School Suspension and In-School Suspension

The appeal for school suspension and in-school suspension shall be handled by the Chief of Schools ("COS"). Suspensions can be reversed only through an appeal process at the Home Office level, not at the school site level. If, after the suspension conference, the parent still feels that the suspension is not justifiable and wishes to appeal the IVEA's decision, the parent may request a suspension appeal and submit the paperwork to the Chief of Schools The appeal may only be submitted from the day of suspension to five (5) school days following the last day of the student's suspension.

The principal shall advise the parent of the following appeal process:

1. Within five (5) school days following the last day of the student's suspension, the parent shall submit to the Chief of Schools or Vice President of Student Services the suspension appeal packet including:

    a. The "Student Suspension Appeal Form," with a clear description of the complaint
    b. The initial suspension documents
    c. The supporting evidence for the appeal

2. Within five (5) school days of receiving the appeal packet from the parent, the Chief of Schools or Vice President of Student Services shall form a Suspension Appeal Committee ("SAC") of 3 certificated staff member(s) from the ICEF Home Office and/or ICEF school staff (excluding certificated staff from the school of the pupil in question) conduct the suspension appeal review, during which the SAC shall review the documents submitted by the Charter School and the parent.

3. Within three (3) school days of the review, the Chief of Schools will notify the parent in writing of the SAC's decision. The results of the appeal may include, but are not limited to:

    a. Uphold the suspension in all respects.
    b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
    c. Overturn the suspension and expunge the suspension from the student's records.

The decision of the Suspension Appeal Committee is the organization's final decision and may not be further appealed. Parents may submit written objections to the appeal decision, which shall be included in the student's "Cumulative Folder."

Note: If the parent files an appeal for the school suspension while the student is undergoing an expulsion process, the Chief of Schools shall process the appeal in concurrence with the expulsion process.

Expulsion Procedures

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

- **Category 1: Mandatory Expellable Offense with No School Administration Discretion**
  School Principals will immediately suspend and recommend for expulsion any student who commits a "Non-Discretionary Expellable Offense" listed above while on campus or

while attending a school sponsored event, including but not limited to athletic events, school plays and school dances.

- **Category 2: Offenses Subject to <u>Limited</u> School Administration Discretion**
  The School Principal shall recommend a student's expulsion if they determine that the student committed a "Non-Discretionary Suspension Offense" listed above at school or at a school activity off school grounds unless the Principal also determines that expulsion is inappropriate due to the particular circumstance.

  Note: Serious physical injury is defined as "injury that requires substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted or impairment of function of a bodily member, organ, or mental faculty."

- **Category 3: Offenses Subject to Broad School Administration's Discretion**
  The School Principal has maximum discretion to recommend or not recommend expulsion when they determine that a student has committed a "Discretionary Suspension Offense" at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off campus; and during or while going to or coming from a school sponsored activity.

  To expel students for any expellable offense listed above, the School Principal must provide evidence of one of the following findings:

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

Expulsion Procedures

Expulsion shall be initiated according to the following procedures:

1. **Notification to Parent or Guardian -** At the time of the recommendation for expulsion, the student is placed on suspension until the time of the expulsion hearing. The School Principal, Assistant Principal or Office Manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. The parent/guardian must participate in an Informal Conference.

2. **Informal Conference** - Once the parent/guardian is notified, they participate in an informal conference with the School Principal or Assistant Principal to discuss details of the recommendation for expulsion, including the offenses(s) committed or the Charter School's Code of Conduct. The student is placed on suspension until the time of the expulsion hearing. The student will receive classwork that must be completed during the time of suspension.

   a. The conference may be omitted if the School Principal or Assistant Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be

informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. **This conference shall be held within two (2) school days**, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

b. **Request for Expulsion to Chief of Schools** - Once the Principal concludes the investigation of the behaviors warranting expulsion, they submit the recommendation for expulsion to the Chief of Schools (COS). Procedures for investigations will assure that the process for investigating the incidents and collecting evidence will be fair and thorough. The school administrator investigating the incident will engage in the following:
    - The administrator leading the investigation will conduct thorough interviews with all involved parties, including students, staff, and any other witnesses. All evidence, including physical materials, digital records, and any witness testimony, will be carefully reviewed.
    - The school will ensure that both sides of the story are heard and will give the accused student and their family an opportunity to present evidence or witnesses to support their case.
    - All aspects of the investigation, including interviews and evidence collection, will be kept confidential to protect the privacy of the student and those involved.

    The COS reviews the documentation with the School Principal and determines whether an expulsion hearing is warranted or if suspension is a sufficient consequence. The School Principal will follow up with the parent/guardian regarding Notification for the Expulsion Hearing or a Return to School Suspension Conference.

3. **Notification for Expulsion Hearing** - Written notice of the hearing shall be forwarded to the student and the student's parent/guardian **at least ten (10) calendar days** before the date of the hearing. The notice shall include the following:

    a. The date and place of the hearing;
    b. A statement of the specific facts, charge(s) and offense(s) upon which the recommended expulsion is based;
    c. A copy of disciplinary rules which relate to the alleged violation;
    d. Notification of the student's or parent/guardian's obligation to provide information about the student's status to any other district in which the student seeks enrollment
    e. A statement that parent/guardians may file an appeal request for any expulsion decision within seven (7) calendar days of the rendering expulsion decision by the Administrative Hearing Panel;
    f. A statement that the Charter School will provide to the student and parent adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault, presentation and cross-examination of witnesses and other evidence,

representation by counsel or other advocate, and other due process protections and rights;

g. An explanation of the parent/guardian's rights at the expulsion hearing, which includes the ability to ask questions, question witnesses and evidence, inspect and obtain copies of documents to be used at the hearing, and be represented by counsel or a non-attorney advisor.

Interim Placement

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

The Expulsion Hearing

The student and their parent/guardian shall be invited to participate in a hearing to determine (1) whether the evidence supports the allegation(s) and (2) whether that pupil should and can be expelled. A neutral and impartial Administrative Hearing Panel (AHP) hearing is conducted for each student recommended for expulsion. The expulsion hearing must be conducted in a manner consistent with the student's due process rights and must follow general rules of administrative procedure. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing.

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

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

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

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

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

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

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

Presentation of Evidence

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

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

   a. **Reject the Principal's Recommendation of Expulsion:** Following a full rejection of the School Principal's recommendation, the student may return to their school.
   b. **Reject the Principal's Recommendation of Expulsion with Conditions:** Following rejection of the Charter School Principal's recommendation of expulsion, student will return to school with conditions regarding their return, which may include a Behavior Plan. The Administrative Hearing Panel is responsible for determining the conditions of return and creating a reasonable behavior plan that is related in nature to the expellable offense. The student may also be given the opportunity to transfer to another ICEF school if there is no waitlist and space available with the mutual agreement of the parent/guardian and the other ICEF school. Should either party disagree, or if space is unavailable due to a waitlist, the student returns to their school.
   c. **Support the Principal's Recommendation of Expulsion**: Student is expelled from the Charter School, unless pending the outcome of an appeal submitted within 30 days of the expulsion decision.

Written Notice to Student's Parents

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

This notice shall include the following:

- The specific offense(s) committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new receiving school of the student's exit status from ICEF Public Schools.
- A statement that parents may appeal the decision of the AHP by emailing written a request to ICEF Public Schools or by submitting a written request to ICEF Public Schools, Executive Team, 3855 W. Slauson Ave Los Angeles, CA 90043.
- A statement explaining the expelled student's rehabilitation plan as created by the Administrative Hearing Panel and the date the student is eligible for reinstatement at ICEF, as well as informing the parent of their responsibility to submit records/documents to prove the student's compliance with the rehabilitation plan and request reinstatement. ICEF will

facilitate possible placements following expulsion, but it is the student/family's responsibility to enroll the student in a new school. The Vice President of Student Services will provide copies of the student's record to the parents and student's new placement upon request.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the complaining witness or the testimony of that complaining witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the complaining witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Hearing Panel or Appeals Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case shall be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testifies, which may include a parent, guardian, or legal counsel or non-attorney advocate, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the AHP, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. The AHP may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The AHP may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons shall be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The AHP may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Vice President of Student Services or the designated person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the designated person presiding over the hearing from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. If the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed

session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the AHP member conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person or non-attorney advocate. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Expulsion Appeals

Any student expelled by the Charter School may, within thirty (30) days following the decision to expel, file an appeal. Parents may appeal the decision of the AHP by emailing the designated ICEF staff member, currently the Chief of Schools. Parents may also submit a written request to ICEF Public Schools, Attention: Chief of Schools, 3855 W. Slauson, Los Angeles, CA, 90043.

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the AHP to expel, file an appeal to the ICEF Board of Directors of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 school days following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the AHP to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the AHP within the prescribed time may not subsequently appeal a decision of the AHP to revoke probation and impose the original order of expulsion.

Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the AHP simultaneously with the filing of the notice of appeal with the Governing Board. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the AHP, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the AHP may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

(1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.

(2) In a case in which the Governing Board reverses the decision of the AHP, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

Standard of Review

The review by the Governing Board of the decision of the AHP shall be limited to the following questions:

1. Whether the AHP acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the AHP.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the AHP.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this policy, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

1. If school officials have not met the procedural requirements of this policy.
2. If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.
3. If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the AHP to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision on Appeal

The decision of the Governing Board shall be limited as follows:

1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the AHP, it may do either of the following:
    A. Remand the matter to the AHP for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
    B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the AHP. The hearing shall be conducted in conformance with the rules and regulations stated herein.

2. If the Governing Board determines that the decision of the AHP is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the AHP for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:
    A. Final action to expel a pupil shall be taken only by the AHP in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the AHP to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
    B. The Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

3. In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the AHP. In any case in which the Governing Board enters a decision reversing the AHP, the Governing Board may direct the AHP to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the AHP. The pupil and the AHP shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of the student's last known residence, within thirty (30) days.

Expelled Pupils/ Alternative Education

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

Readmission/Reinstatement

Student or parent/guardian may petition for readmission into an ICEF school one calendar year from the date of the incident which resulted in the student's expulsion from ICEF Public Schools. Petitions must be submitted to the Chief of Schools to readmit an expelled student and must be approved or disapproved by the Administrative Hearing Panel within three (3) days of hearing the case. ICEF Board then reviews AHP recommendation and votes to accept or overturn the recommendation.

Disciplinary Records

ICEF Public Schools shall maintain records of all suspensions and expulsions of ICEF Public Schools pupils. Such records shall be made available for District review upon request.

Reporting Student Offenses To Law Enforcement

Consistent with Education Code Section 48902, excluding the penalty provisions of that statute, the school administrator shall notify the local law enforcement authorities is it is reasonably suspected that the student committed any of the following acts. The school is not responsible for enforcing criminal penalties when it reports certain student actions to local law enforcement. The school's role is limited to notifying authorities when it suspects that a student has committed specific acts, but the law enforcement agencies, not the school, are responsible for determining and enforcing any criminal penalties.

- Assault with a deadly weapon.
- Possession or sale of narcotics or a controlled substance or sale of delivery of a substance represented as alcohol, a controlled substance, or any intoxicant.
- Possession of a firearm(s) at a public school.
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or sport marker upon the grounds of any school within a TK-12 school district.

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(c)(5)(K).)

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

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

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

As the employer of all IVEA staff, ICEF currently enrolls all eligible certificated staff in the State Teachers' Retirement System ("STRS") and appropriate classified employees in the California Public Employee Retirement System ("PERS") program in order for them to receive employee retirement benefits. ICEF Public Schools will use a retirement reporting system compatible with LACOE to report contributions in a timely manner. Currently, a back office provider and a payroll service company are engaged to handle payroll for ICEF schools. Payroll is transmitted to the back office provider by ICEF, who in turn works with the payroll company to collect the funds deducted for retirement purposes from ICEF and its employees for their retirement accounts. These funds are then transmitted to LACOE for inclusion in either the STRS or PERS program and the issuance of service credits.

ICEF prepares and submits all required LACOE forms and documents related to staff qualification and registrations, along with any and all required reports or documentation for LACOE.

ICEF Public Schools will maintain and abide by its school contract for IVEA with LACOE along with any amendments or changes in contributions required by either STRS or PERS.

Certificated Employees

All eligible certificated staff from the Charter School currently participate in a defined benefit Plan ("STRS" or "Plan"). Should a Certificated employee, for whatever reason, not be eligible to participate in STRS, then they will be enrolled in Social Security. As part of the Plan, all eligible employees will contribute the required percentage of their salary. All withholdings from employees and from ICEF Public schools will be sent to LACOE, or other designated agency,

as required. Employees will accumulate service credit years in the Plan as determined by the terms of Defined Benefit Plan. The vesting period and other relevant Plan terms will be defined as set in the Plan.

Classified Employees

All eligible classified employees at IVEA are currently enrolled into the PERS retirement system. These employees are also eligible, at their election, to participate in Social Security. Funds will be withheld from employee payroll checks and will be submitted in accordance with LACOE rules or, in the case of Social Security, IRS rules. These employees will participate in the appropriate benefit plans as defined by the PERS program and the Social Security program from the United States. The Charter School shall continue its participation for CalPERS eligible employee for the duration of the charter school's existence under the same CDS code.

Other Staff Members

For all staff members who are ineligible for participation in the California Public Employee Retirement System ("PERS") and/or the State Teachers' Retirement System ("STRS"), ICEF currently offers a 403(b) retirement account through FinDec. Currently, a back office provider and a payroll service company are engaged to handle payroll for ICEF schools. Payroll is transmitted to the back office provider by ICEF, who in turn works with the payroll company to collect the funds deducted for retirement purposes from ICEF and its employees for their retirement accounts. These funds are then transmitted to FinDec so that they can be credited to employee accounts.

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(c)(5)(L).)

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

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

IVEA will communicate to all prospective and current parents and students that IVEA is a school of choice, and parents may choose to send their children to a different school. Parents and students are informed of their alternatives during the Charter School enrollment process on the enrollment page of the Charter School website.

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(c)(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(c)(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 section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

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

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

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

Chief Executive Officer
ICEF Public Schools
c/o ICEF Public Schools
3855 W. Slauson Avenue
Los Angeles, CA 90043

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

Chief Executive Officer
ICEF Public Schools
c/o ICEF Public Schools
3855 W. Slauson Avenue
Los Angeles, CA 90043

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

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

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

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the

designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

ICEF's Director of Public Programs or the equivalent position will serve as the Charter School's closure agent in the event that the charter school closes.

ADDITIONAL PROVISIONS

FACILITIES

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(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 require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985.

The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom

designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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(c)(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)(c)(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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, 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 the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, 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) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(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.. 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.

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 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
[Charter School Name]
[Charter School Address]

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
[Charter School]
[Charter School Address]

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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations" 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)